
Co-curricular Experiences

Administrative Leadership

Field placements/internships

1. All students seeking administrative licenses in the educational administration program area are required to complete a 150-hour, supervised practicum. Each semester approximately 20 students are enrolled in field experiences. Students are evaluated jointly by a university supervisor and cooperating site administrator. The practicum is a culminating activity in the students' programs of studies and directly linked to the development of their existing portfolio.
2. Undergraduate students in the Educational Studies program are enrolling in larger numbers in the fieldwork in educational agencies to satisfy their community engagement/service requirements.

Africology

Undergraduate research (curricular but not required)

The department has intermittently placed students with community organizations as part of independent studies. Faculty members are open to these relationships and approximately three students are engaged each semester.

Speakers/lecture series, cinema

The department symposia on topics related to Africology. There have been five recent symposia. The fourth symposium on Africology, for example, brought together international speakers including William Darity, Clenora Hudson Weems, and Ronald Walters. The program examined frontiers of knowledge and research in Africological scholarship. In a recent symposium on HIV/AIDS intervention for women with multiple sexual partners living in impoverished housing attracted national scholars working on HIV prevention and interventions among people of African descent.

Study abroad

The Winterim study abroad program to West Africa visits rural and urban areas while meeting with scholars to discuss cultural traditions. The program explores some Middle Passage points of departure and slave castles including Elmina Castle. There is also a visit to Dr. W.E.B. DuBois Accra home and tomb. In addition, there are lectures at the University of Ghana.

Engagement linked to scholarship

The Africology Club was created with student engagement in mind. It provides an informal setting for academic and social activities. Club members, as well as faculty and staff, meet regularly to engage in peer tutoring, exchange creative writings, plan trips and get-togethers, discuss career opportunities, and publish a newsletter. The newsletter announces upcoming events, provides information about employment opportunities, lists recent graduates, and publishes short works by students.

Anthropology

Field placements/internships

All museum studies students serve internships. Well over 50 over the last five years. Students are evaluated by the Museum professional. Several students have served individual internships in forensics.

Study abroad

Several students have done so.

Speakers/lecture series, cinema

Anthropology sponsors several talks each year as does The Wisconsin Archaeology Society.

Departmental clubs

Anthropology Student Union is open to all anthropology students

Cultures and Communities

Several members of the department participate in Cultures and Community programs. At least 10 students have been involved.

Architecture

Field placements/internships

Each year, on average, two students receive internships with architectural firms in Milwaukee. The local chapter of the American Institute of Architects collaborates with SARUP in a mentor program, in which local practitioners work directly with self-selected students.

Service learning

Students can participate in numerous opportunities to work in local and state communities on architectural and urban design projects. Also, since 2001, students have worked on an orphanage design/build project in Costa Rica.

Continuing education

SARUP hosts continuing education programs, particularly in digital technologies.

Study abroad

On average, 50 students participate in SARUP sponsored study abroad programs each year. In addition, about 35 others participate in studios that take brief trips to foreign locations, such as Mexico, Germany, or the Netherlands.

Speakers/lecture series, cinema

In the last three years the SARUP Lecture Series has hosted over 55 speakers from the architectural profession, other design disciplines, as well as from other fields including philosophy, psychology, technologies, and the arts. The Lecture Series is designed to offer students points of view and opportunities for learning outside of the mainstream of the curriculum.

Departmental clubs

SARUP has had an active student chapter of the American Institute of Architects (AIAS) for many years. The organization disseminates information about the profession and provides financial help to students who want to attend national conferences. In 2003, SARUP joined the national Organization of Minority Architects and is currently forming a student chapter that will be allied with AIAS.

Undergraduate research (curricular but not required)

SARUP offers opportunities for independent and directed undergraduate research in the 390 and 391 electives.

Art History

Field placements/internships

The Art History Department has an active Museum Internship Program. Between 2001-2003, 41 undergraduates took museum internships. During the same period 22 graduate students participated in the program. Internships are three credit courses; hence, students are expected to work on-site a minimum of three hours a week. Roughly 15 art institutions or other community sites have been employers of our interns. They include: the Milwaukee Art Museum, the Haggerty Museum of Art at Marquette, the City Landmark Office, Walkers Point Center for the Arts, the Foliard Gallery, the David Barnett Gallery, and the work place of various art restorers, rug dealers, and auction houses (as well as sites on the UWM campus). At the end of the internship, the supervisor at the site in question is expected to send an evaluation of the student's performance in the form of a letter to the department's Internship Coordinator, who carefully reviews it. The internship program remains popular among students, and the level of participation is rising. Internships provide a laboratory for students to apply the lessons absorbed in coursework, concerning, for instance, historical knowledge, visual analysis, collecting and the economic context of art, and communication skills, in situations where their judgments have real-life consequences. This kind of experience crystallizes past learning and imbues it with vital purpose and meaning, often lacking in the classroom. Equally, internship experiences spark genuine excitement and promote greater interest in furthering the student's academic career in Art History.

Speakers/lecture series, cinema

The Department cosponsors (with the Anthropology Department) the Milwaukee Chapter of the Archaeological Institute of America. This organization has a lecture series, generally six to seven lectures a year held on campus, on archaeological topics presented by internationally recognized experts. When the topic warrants, the lectures are linked to courses by the instructor who may use a number of techniques, such as extra credit, to encourage students to attend these lectures. For relevant lectures, this may involve 20 or more students. The events last about one and a half hours. Student participation has improved over the past five years.

Chemistry

Field placements/internships

The chemistry department cooperates with the Clinical Laboratory Sciences program, the Criminal Justice Program and the department of Anthropology to offer three certificates in forensic sciences. The certificate programs provide internships in forensic toxicology and death investigation. This year one student is doing her internship in Forensic Toxicology at the Milwaukee Medical Examiner's office. She is registered in the Course in Chemistry, and simultaneously obtaining her forensic science certificate. As part of her internship she is required to know how to use the instruments that she learned about in her chemistry course work, such as mass spectrometry (for drug analysis), and gas chromatography (for detection of alcohol in blood). She then gets hands-on training using her judgment to interpret the data quantitatively. She has regular meetings with the pathologist and the analysts to go over case files, and will be attending an autopsy later in the semester. As a final project she will work on a real case and present her report in front of all the analysts in a mock trial.

Service learning

Milwaukee and its surrounding communities constitute an important center for the chemical and pharmaceutical industries, and the UWM Chemistry department plays a vital role in the ongoing education of local industry employees. The department typically has 45 non-degree students per semester in upper level classes; it is assumed that a large fraction of these students are seeking advancement in their place of employment. Employees of Aldrich Chemicals offer a good case study. Aldrich subsidizes interested Operators, who start with at most two years of post-secondary technical training, to continue to take courses at the university level and work part-time towards a chemistry degree. When an Operator obtains this degree he/she is promoted to Chemist, jumps several pay grades, and becomes eligible for promotion to management. Many Aldrich Operators take advantage of this program to obtain their degree at UWM. For example, in the Fall 2003 semester two out of 13 students taking Chem 311 were Aldrich employees, which is a fairly typical number in courses numbered 300 and above. Many employees at Aldrich and other firms also take graduate-level classes and directed research after completing their B. Sc., in order to keep up on the latest advances. As an example, an Aldrich employee attributes his recent promotion from Chemist to Scientist to the fact that he had taken several graduate-level classes at UWM over the last few years. The employee in question was able to devise a more cost-efficient method for making a chemical thanks to a new technique that he learned in one of his graduate courses. This earned him the promotion. The same employee had obtained his B. Sc. in Chemistry at UWM roughly 15 years ago. In order to accommodate local workers who want to take advanced courses in the Chemistry department, many of the graduate courses are taught in the evening. It is more difficult to do this with undergraduate courses, but every effort is made to accommodate the needs of interested students. With undergraduate courses arrangements are usually made on a case-by-case basis, between the prospective student and the professor in charge of the course.

Study abroad

The chemistry department offers a sequence of courses (Chem 297, Chem 497) for study abroad. One student took advantage of this program to visit Ajou University in Suwon, South Korea, during the 1999-2000 academic year. The department also hosted two students from England on an exchange program during the 2000-2001 academic year.

Undergraduate research

The chemistry department has an exceptionally strong record in providing the opportunity for undergraduate research. Most of the department's 17 faculty members mentor at least one undergraduate student per year.

Students wishing to do undergraduate research can take up to four credits of Chem 399, five credits of Chem 599, and six credits of Chem 691 and 692 combined. Each credit constitutes roughly three to four hours per week in the laboratory over the course of a semester. Students are evaluated on the quality of their laboratory notebooks, and typically give an oral presentation of their research at the Chemistry department's awards ceremony, which is held each Spring. Many undergraduate students also present their findings at regional and national meetings. Finally, a significant amount of undergraduate research carried out in the department is published in internationally known professional journals.

Speakers/lecture series, cinema

During the Fall and Spring semesters the Chemistry department hosts a departmental colloquium, in which renowned chemists from all over the country, and sometimes the world, are invited to speak. These lectures are open to anybody who wants to attend. Each year the chemistry department hosts a segment of the hugely successful Science Bag, a series of free public presentations that have been presented at UWM for the last 32 years. These presentations are favorites throughout the Greater Milwaukee area, and are always well attended by people of all ages.

Departmental clubs

The chemistry department is home to the UWM chapter of the Student Affiliates of the American Chemical Society (SAACS). This club provides information and guidance to its members, as well as discounted subscription rates on chemistry publications. During the academic year the club arranges tours of local industries which hire chemists, performs chemistry shows at local schools and other outreach activities, and provides internship information for undergraduates

Professional societies

Many of the department's undergraduate students are student members of at least one professional society. The most common of these are the American Chemical Society (ACS), the American Association for the Advancement of Science (AAAS) and the American Society for Biochemistry and Molecular Biology (ASBMB).

Civil Engineering and Mechanics

Professional societies

A faculty member from the Department serves as the advisor of the American Society of Civil Engineers. Currently, approximately 40 students are registered and attending regular meetings. The Chapter is currently involved in several projects, including:

- competitive teams in Balsa wood tower, Concrete Frisbee, and Environment, to be held at the regional ASCE conference in April–May
- developing new recycling and waste management policies at UWM
- helping students locate and apply for scholarships
- assisting students in review for FE exam
- hosting speakers sponsoring talks
- charitable contributions

Field placements/internships

Students in Civil Engineering are encouraged to participate in a Co-op or other internship. Over the last three years, approximately 40 percent of students who graduated with a degree in Civil Engineering completed a Co-op program. The current trend shows that this percentage is likely to increase.

Dual Majors, Minors, Joint Curricula

The Civil Engineering Department offers students with practical opportunities to double-major in neighboring fields, such as Physics, Mathematics, and other engineering disciplines. In addition, Architecture students have the option to complete a Minor in Structural Engineering. Finally, several courses in Civil Engineering, particularly in the Mechanics area, are cross-listed with other departments.

Undergraduate research

Examples include civil engineering and mechanics students taking courses in the Mechanical Engineering department. Also, some undergraduate students in the civil engineering area take independent study courses at the WATER institute. There is a fair amount of collaboration between Architecture and Structural engineering, and between transportation and urban planning.

Communication

Departmental clubs

The department sponsors a Forensics Team that has an active Mock Trial and Mock Mediation team that regularly qualifies for the National Tournament. The mock mediation team placed 2nd in 2002. The mock trial team was the national champion in 1999.

Communication Sciences and Disorders

Field placements/internships

All undergraduate students take a clinical practicum course, where they are either assigned a client in the Speech and Language Clinic, or through the Milwaukee Public Schools. Students are responsible for establishing baseline measures and goals for their client, and planning and implementing a treatment program under the supervision of a certified speech-language pathologist (either a departmental academic staff member or speech-language pathologist in MPS who has received training in supervising UWM students). All undergraduates do this in their senior year. Only one site besides the Speech and Language Clinic is involved, and that is Gaenslen Elementary, an MPS school.

Students take this experience as a three-credit course. In addition to their supervised clinical activities, they also have a weekly discussion section and have an individual 30-45 minute meeting with their supervisor every week.

Students are evaluated by means of a clinical evaluation form which assesses their performance in a variety of areas. The form was developed by the Coordinator of Clinical Services in the Communication Sciences and Disorders department. Students are evaluated once at mid-term, and again at the end of the semester.

Due to changes in faculty responsibilities (i.e., clinical supervision is no longer required of faculty members; instead, they are required to mentor research experiences for graduate students), there has been a decrease in participation in the clinic at the undergraduate level. At one time, each undergraduate did two semesters of clinic in the UWM Speech and Language Clinic. Now, they are only required to do one semester, as the academic staff cannot accommodate the needs of both the graduate and undergraduate students. Also, the addition of an undergraduate experience in MPS is a new addition to the program, and has been piloted for only one semester.

At the graduate level, students are required to enroll in at least one clinic per semester. In addition, all graduate students do two externship placements, one in a school setting and one in a hospital or rehab facility. Approximately 25 graduate students are enrolled in clinic in the UWM Speech and Hearing Clinic per semester. Approximately 20 students per academic semester are enrolled in externships per academic semester, with about eight doing medical placements each summer.

As with undergraduate clinic, a special evaluation form is used at mid-term and again at the end of the semester. Graduate students must demonstrate competency in a large number of student learning outcomes (SLOs); the evaluation form rates their level of performance in all these areas. Students who do not achieve a level of “proficient” must take additional semesters of clinic until proficiency is reached. There have been no changes in level of participation, as our graduate enrollment has been relatively stable over the past few years (45-50).

Clinic is seen as an indispensable part of the student’s learning in the communication sciences and disorders major. Our professional association, ASHA, requires 400 hours of supervised clinical practicum during the educational program, with 350 hours at the graduate level.

Service learning

Service learning activities are offered in ComSD 210 Survey of Communication Disorders. Approximately 75 percent of the class, 30-45 students per semester, participate in service learning activities. These are coordinated through the campus Service Learning Center. Students must volunteer at an approved site for at least 15 hours, keep a reflective journal, and write a paper. These artifacts are evaluated by the instructor to monitor appropriate student learning. No changes have occurred in the level of participation in student learning in recent years.

Criminal Justice

Field placements/internships

Field placements average approximately 40 students per semester, across approximately 30 sites per semester. Students average 10 hours per week in placement situations for the semester, if taking three credits, and 20 hours per week if taking six credits. Participation has been fairly constant over the past five years. These students are evaluated by the coordinating faculty member, who combines meetings, papers, journals, field supervisor evaluations, and interviews to arrive at an assessment of each student. Students rate placements with an evaluation form, and the coordinating faculty members rates placements by observation.

Continuing education

Continuing education activities occur at the School level.

Study abroad

Study abroad activities take place at the School level.

Departmental clubs

The Department sponsors the Criminal Justice Student Association. Approximately forty students, per semester, have been active in this association across the past five years. A faculty member serves as advisor. There is no formal evaluation of this group's activities or of the group members.

Curriculum and Instruction

Field placements/internships

All students in our certification programs have a range of field experiences beginning with an initial introduction to teaching experience and moving through a range of classroom experiences that culminate in the student teaching experience. Approximately 200 students enroll in the Introduction to Teaching course each semester. Approximately 360 students are involved in a range of leveled experiences in the Professional Blocks of programs and approximately 150 students are involved in student teaching each semester.

The experiences occur across a broad range of schools in the community, as well as, Day Care Centers, Community Learning Centers and in some cases community agencies.

The number of clinical field experiences has increased in the last five years. This increase reflects the restructuring of certification programs to meet licensure requirements.

Service learning

Service Learning has been added for a number of our master's level students. Most of our master's students are practicing classroom teachers. The goal of the service learning requirement is to help these teachers develop a better knowledge of the communities in which their students live. In the Action Research cohort, students were placed in 23 different community agencies.

Continuing education

All teachers in the State are required to participate in continuing education. The new state requirements for licensure will involve this department in some major strategic planning efforts.

We offer a wide range of courses that practicing teachers can take. Examples are the Early Reading Empowerment courses, the Environmental Education courses and the Math and Science Education Courses that are offered each semester.

In addition, a number of our graduates enter into the master's program in a range of different focus areas.

Study abroad

A number of our faculty members have offered courses in other countries so that our students have an opportunity to experience other cultures. These include courses in Argentina and Cuba. We hope to be able to offer more of these opportunities for our students.

Cultures and Communities

Our students were the focus of the initial pilot of many of the Cultures and Communities courses. This was due to the Title II Partnership Grant which provided funding to support the Cultures and Communities option. These courses also offer a service learning component.

Dance

Undergraduate research

Number of students: 10-15 students interviewing community professionals

Sites: Studios or offices of community artists

Time Spent: Continuous throughout each semester

Number of students: 15-20 attend rehearsals/showings off-campus to see works-in-progress by local professionals or nationals guest artists

Sites: Milwaukee Ballet and Danceworks

Time Spent: Three to four trips per semester

Number of students: Entire student body required to see up to two local presentations per semester, 140 majors overall

Sites: Various venues

Time Spent: Depends on number of performances

Number of students: 15-20 students travel to Chicago to see nationally recognized artists

Sites: Various venues

Time Spent: Depends on number of performances

Number of students: Entire student body (up to 140) see rehearsal or master class or performance of KO-THI African Dance Company

Sites: UWM studios and Pabst Theatre

Methods of Evaluation: When students are informed and inspired by expert teaching and performing activities, their attitude toward their work becomes more serious. Experiencing professional performance or working in a class with an experienced teacher informs each student about the diversity of dance and the demands of professional (i.e. paid) artistry. The working environment becomes more serious.

Growth/decline in last five years: Student enrollment has increased every year

Field placements/internships

Numbers of Students: One to three per year

Sites: An average of 15 available sites to serve varied interests

Time Spent: Observation, student teaching, service learning are one semester courses—service learning can be repeated

Evaluation methods: Faculty mentors, site supervisors, evaluation responses from constituents, students required to create data gathering process for both quantitative and qualitative reviews.

Participation growth or decline in past five years: Particularly with the availability of the B.A. degree, focus is on community service. Work at community sites is increasing. Student teaching will soon increase from one to three to five to six in the field placements per year.

Service learning

Number of students: 15 (recent and current)

Sites: 15 (inclusive)

Time Spent: Planning and assessing takes about one year

Evaluation Methods: Faculty mentors, site supervisors, evaluation responses from constituents, students required to create data gathering for both quantitative and qualitative reviews.

Participation growth/decline in past five years: Currently a major part of our B.A. degree. Current activity is doubled from previous year. The relative newness of our B.A. degree provides growth potential.

Service Learning is a major feature of the B.A. curriculum. This has been available since 2000-01 and is focused on dance in community settings. We closely monitor student's activities in this area.

Twelve students have received their B.A. degrees since the program began in 2000-01. Currently there are about 45 B.A.'s in the program (of about 140 majors).

Goals of B.A. degree: To instill craft and appreciation of disciplined dance and movement forms to a wide-range of participants in community settings.

Eight examples of service learning projects:

1. Stephanie Grigg did her service learning placement leading expressive movement/exercise at the Milwaukee Veterans Administration hospital with disabled veteran residents
2. Rachel Howell did service learning using movement activities she learned both in "Movement and Learning" and also "Creative Movement" at La Causa Social Services working with children being temporarily housed there while awaiting placement in foster homes
3. Aine McMenamini-Johnson is teaching Irish Step Dancing for the Department; her service learning was to create and introduce a new Irish Dance Curriculum into a new studio
4. Louis Hurd is service learning project was creating and teaching a hip-hop class, and integrating the style into the dances of the school team at Washington High School in Milwaukee
5. Fletcher Madden did his service learning projects at two MPS middle schools (Walker and Audubon) teaching both martial arts and brain activation sequences (Movement and Learning) for at-risk youth
6. Eric Lechmaier did his service learning teaching Yoga in the UWM School of Allied Health's Sports and Recreation program (UWM students)
7. Lindsey Cutler-Anderson did her service learning project at the School of the Milwaukee Ballet Company, authoring the teaching curriculum for teachers to use to prepare students to attend MBC's "Giselle"
8. Sara Bassindale did service learning using right hemisphere brain activation Warm-up (Movement and Learning) with students engaged in design Projects at the Danceworks art studio

Spring 2004 sites included:

1. Walnut Senior Day-Care Center (day care for Alzheimer patients)
2. Lincoln Middle School (choreographic project)
3. Danceworks/Seniors yoga classes assistant
4. Coaching a high school dance team
5. Lutheran Manor Seniors Home-stretch class
6. Yoga Instructor/YMCA

Co-curriculum Activity

Continuing education

Many adults, over the age of 30, attend our non-majors courses on- and off-campus.

Speakers/lecture series, cinema

Examples of opportunities provided to our students:

1. Guest artist lectures provided by different dance presenting organizations in town
2. Guest artist lectures provided by UWM student association
3. Guest artists Q&A provided by our Department when we host Master Teachers and Guest residencies
4. Talk-backs provided by theatre companies
5. UWM presents first-class lectures by authors, politicians, and artists

Departmental clubs

Numbers of students: Student run organization, TERPSICHOREAN PEOPLE, represents and serves all students
 Sites: Meetings, fund-raising events, advocacy for student agenda occur on-site and at various campus locations
 Time Spent: Year round as required

Methods of Evaluation: This year, our student organization has received over \$5,000 in grant awards to assist with residency activities with Susan Marshall and Company (NYC). Their proposal was evaluated by university student organizations. The Chair and designated faculty consult with the leaders of our student organization to assist them in establishing their goals. Their agenda often includes conference travel for the students and production support for concerts of undergraduate choreography and guest artist residencies. There is usually close agreement between the student organization agenda and the Departmental agenda.

Growth/decline in last five years: Accomplishments in fund-raising activity and support is higher than ever before.

Cultures and Communities

Number of Students:

KO-THI DANCE CO.

Adult Co.: 12 Dancers

Junior Co.: 15-25 (some w/apprentice standing)

Sites: Rehearsal space in Dance department/professional affiliate of UWM

Time Spent: KO-THI rehearses 12 hours a week—drummers accompany our regular classes

Number of Students:

800 students currently enrolled in non-majors courses (student community apart from our degree programs)

Sites: On- and off-campus at partnering organizations include Yoga Center, Danceworks and public school settings.

Time Spent: Courses are by semester

Coursework:

Dance History of Africa and Diaspora

Beginning African Dance Technique

Rituals and Culture

World Movement Traditions include Hip-Hop and Irish step-dancing (partnered with Celtic studies)

Methods of Evaluation: Popularity of the offerings measured by student interest. Enrollment drives the activities. Our job is to provide students with coursework relevant to studying in an urban setting.

Growth/decline in last five years: Diverse course offerings have increased in the last five years

Undergraduate research (curricular but not required)

Every year, students audition for and are chosen to perform with the following local companies: KO-THI, WILDSpace DANCE CO., DANCEWORKS PERFORMANCE CO., FOOTHOLD, and MILWAUKEE DANCE THEATRE. While we encourage their participation, we do not require it. We support their achievements and recognize the special nature of those that add professional experiences to their ongoing training in the curriculum. Following are some examples of extracurricular research by some of our students.

2002-03

Allison Kaminsky, Marcos De Jesus—Milwaukee Dance Theatre (off-Broadway Theatre)

Sarah Wollschlager, Kelly Anderson—Foothold (Pitman Theatre, Alverno)

Monica Rodero, Dan Schuchart, John Bielecki, Kelly Zwiers—Wildspace (Pitman Theatre, Alverno and Stiemke Theatre, Milwaukee Rep)

Naima Adedapo—Ko-Thi (Pabst Theatre)

Kim Blanchard—Li Chao Ping (Union Theatre, Madison)

John Bielecki, Kelly Zwiers, Jessica Schultz, Kelly Anderson—Danceworks (Company Performance Space)

John Bielecki, Kelly Zwiers—Viennese Ball (American College Dance Festival, Madison)

Katti Yamashita—Dancemakers (Mainstage Theatre)

Emily Wagner—Turner Hall (Donderstag)

Additional activities for these and other students include:

1. Attendance at dance performances at the Pabst Theatre, Alverno College, Miramar Theatre, Turner Hall, and Columbia College in Chicago
2. Attendance at extracurricular master classes (Danceworks, WILD SPACE, Milwaukee Dance Theatre studios)

3. Attending professional theatre or music presentations (Skylight Opera Theatre, Milwaukee Rep, Off Broadway Theatre, Theatre X, Marcus Center for Performing Arts)
4. Auditioning for a role or a place in a show or company that is a performing entity (various opportunities at various sites in the community)
5. Attending a Summer Dance Festival or Summer Dance Workshop, (Bates (Maine), American Dance Festival (Durham, North Carolina), Alvin Ailey American Dance Center (NYC))

Students see work by other dancers that contributes to their understanding and training, and inspires them to audition and participate in dance productions.

Summary

Students see the existence of their chosen art form within and beyond the immediate environment of UWM. They see the variety of paths within a single discipline and encounter successful professional outcomes in a variety of forms. Students discover that it is possible for them to succeed in the profession.

Due to a professionally experienced, fully engaged faculty and many diverse course offerings, guest artists, and links to the community our students have the opportunity to see and experience how vast and exciting the paths in this field really are.

Economics

Departmental clubs

The establishment of the Economics Club, provides undergraduates with valuable information regarding the applicability of economics professionally.

Field placements/internships

Approximately 25 students enroll in this option every year, usually taken as an independent study.

Educational Policy and Community Studies

Field placements/internships

Approximately 20 students each semester take fieldwork courses in the department. They are placed in schools and community agencies in Milwaukee. They are supervised and write final papers evaluating their fieldwork. They also do a research paper on the area in which they are placed, e.g. Health Care for Homeless.

Service learning

Approximately 80 students a year take a course, ED POL 202, Community Service Volunteer, that is available to students from all parts of the university. This is basically an introductory fieldwork course. Students write a summary paper and are supervised by personnel in their placements. They are placed in approximately 50 organizations.

Continuing education

Adults who choose to major in the undergraduate program in community education can get credit for their previous life experiences, by taking the course ED POL 100, Community Education I. About six students a year take this course and earn on average 12 credits in addition to the three credits they earn for completing the course satisfactorily.

Study abroad

Students who are studying abroad can take ED POL 698, Fieldwork in International Education. Approximately one student each year takes this course.

Undergraduate research

All community education majors must take ED POL 506, Research Techniques for Community Organizers and Educators. The faculty added this course to the curriculum in 2003 to require that all graduates of this program have an introduction to basic research techniques. Approximately 50 students will be taking this course each year.

Speakers/lecture series, cinema

In academic year 2003-2004, the Department of Educational Policy and Community Studies started a monthly colloquium series on Community Education Policy for students and faculty in the School of Education.

Professional societies

Faculty members in the Department of Educational Policy and Community Studies have a wide variety of involvements in professional societies: Many serve on review committees for the American Educational Research Association and participate in Annual American Educational Research Association (AERA) meetings. Individual involvements include 1) Professor Aaron Schutz reviews papers for the Philosophy of Education Society; 2) For the years 1998-2002 Professor Ian Harris was executive director of the Peace Education Commission of the International Peace Research Association. He is currently president of the International Peace Research Association Foundation and 3) Professor Tapia is president of the Association of Latino/a Anthropologists of the American Anthropological Association.

Cultures and Communities

ED POL 113, The Milwaukee Community
 ED POL 212, Educational Issues in Spanish
 ED POL 460, The Chicano Experience
 ED POL 560, Education and Hispanics

We offer 113 and 560 every semester. These classes are usually full with 25-30 students. 212 and 460 are offered on an annual basis and have approximately 15 students in them.

Engagement linked to scholarship

Many faculty members in the Department of Educational Policy and Community Studies focus their research on their engaged activities. Examples include:

1. Professor Bonds, who serves on the board of the Non Profit Association, has been researching community based organizations in Milwaukee.

2. Professor Harris, who has been writing about peace education has been active in the International Peace Research Association and was a founder of the American Educational Research Association (AERA) Special Interest Group in Peace Education.
3. Professor Kailin, who is on the Wisconsin Human Relations Council, has been writing about anti-racist education.
4. Professor Swaminathan, who serves on the board of the New School for Community Service, has been writing about successful practices in small alternative high schools.
5. Professor Tapia, who has been facilitating exchanges between the states of Guanajato in Mexico and Wisconsin, has been researching the effects of globalization upon transnational communities.

Educational Psychology

Field placements/internships

All professional students (Masters and Ph.D. in Counseling and School Psychology) are required via certification/licensure requirements to complete field work and internships. We have hundreds of students completing these requirements each year.

Continuing education

Nearly all of our graduate courses are used to some degree by professionals for continuing education purposes. We frequently offer more specialized courses through our current topics especially designed for continuing education.

Departmental clubs

School Psychology student association

brown bags/journal club

Research and Evaluation areas sponsor monthly student/faculty brown bag and journal club

English

Field placements/internships

The department offers The Writing Internship Program.

Field placements/internships

The Teaching English to Speakers of Other Languages (TESOL) undergraduate and graduate certificate programs place students in community settings teaching English as a Second Language.

Service learning

A number of courses involve service learning—English 150, English 431, English 440, to name only a few.

Study abroad

English 497, Study Abroad: “Mexico and Cuba: Comparative Globalization,” was offered this past Winterim to both undergraduate and graduate students. Six students traveled to these two countries under the leadership of faculty member Maurice Kilwein-Guevara and ad hoc lecturer Janet Jennerjohn.

Speakers/lecture series, cinema

The Creative Writing Program offers a Visiting Writers Series each year that brings approximately six to eight major contemporary authors to campus each year for craft workshops with students and a public reading to which members of the Milwaukee Community are invited. In the past this program has brought such major writers as Galway Kinnell, Kyoko Mori, and Robert Pinsky.

Speakers/lecture series, cinema

The Creative Writing Program also sponsors a monthly faculty/student series that is open to the public. These readings are held at such public venues as Schwartz Bookstore and Von Trier’s, and these events often draw a large audience, including many members of the community.

Departmental clubs

The Department sponsors an honorary society for undergraduate majors, Sigma Tau Delta. This organization has several meetings a year and sponsors various kinds of events like poetry readings. At the end of each year there is an initiation ceremony with a guest speaker.

Undergraduate students in the professional writing track have formed an active club, Society of Professional Writers, that sponsors panels and presentations by various kinds of professional writers in the community.

Cultures and Communities

The Department regularly offers sections of English 150, “Multicultural America.” This course links students with various community organizations. The Director of Cultures and Communities is a member of the Department, and we have had many faculty members who have taught in this program and received grants to develop courses.

The *Cream City Review*, founded in 1975, is a nationally prominent literary magazine that is published semi-annually. It is one of the oldest and most respected graduate student edited literary reviews in the United States.

Exceptional Education

Field placements/internships

The UWM/MPS Internship Program is a partnership between UWM and MPS to address the critical shortage of certified special education teachers and enhance the diversity of the MPS teaching force. This is an alternate route certification program that involves intense, on-site, support of interns by a mentor. It is in its eighth year, and during its initial years was funded through a Petit Foundation Grant, and a federal grant from the U.S. Department of Education (Dr. Judy Winn).

Continuing education

Examples include: Summer Institute associated with the CATE-D/HH grant; Deafness and Diversity, 2002 and 2004, Beth Harry and Sharon Baker. Approximately 80 students, teachers, audiologists attended in 2002.

Film

Study abroad

In the Summer of 2001, Film sponsored a four-week study abroad course in Sengal, led by Prof. Portia Cobb, to work with a community media group.

Speakers/lecture series, cinema

The content of Film 101 and 102 changes each semester to incorporate new work of emerging artists as well as classic productions. The weekly screenings, often with visiting artists, are publicized and open to the public. Three to five visiting artists come to campus each semester. The department sponsors and staffs (Carl Bogner) the annual LGBT Film and Video Festival, a significant event in the community, which is now in its sixteenth year. The very well attended Experimental Tuesdays' screenings are offered twice-monthly in collaboration with the Union Theatre in the UWM Student Union. The monthly Experimental Film Series, supported off-campus in collaboration with Woodland Pattern Book Center, offers presentation of traditional and new works as well as visiting artists. The department's Community Media Project, in partnership with the Cultures and Communities Program, sponsors several screenings and visiting artists each year. Some of the screening and visiting artist events that take place at off-campus locations, such as Strive Media Institute and the Black Holocaust Museum. The Film Department co-sponsors several campus film festivals, such as the French Film Festival, the Latin American Film Festival, the Taiwanese Film Festival, the Asian Film Festival, and the Korean Film Weekend.

Field placements/internships

Co-curricular undergraduate research opportunities include internships and professional practice with companies and non-profit organizations. Riverwest Film and Video, Bluemark Productions, Marcus Theatres, and Bartoli Filmworks provide opportunities for students to gain first-hand knowledge by working in a production company or contributing to a media support business. Students work collaboratively with the Woodland Pattern Book Center, the Milwaukee International Film Festival, and the Union Theatre to curate screenings or weekend festivals of special topic films. Film students work with Turner Hall to curate and produce film screenings and inter-arts events.

Students also gain internship credit through their leadership roles in the student organization, Student Cinema Action Network (SCAN). SCAN has been responsible for the creative production of 35mm movie trailers for recent UWM Student Film Festivals and the Milwaukee International Film Festival. The department is also supportive of students who show initiative and seek professional internships throughout the state and the country. Approximately four students obtain internships in New York and Los Angeles each year. Feedback from sponsors has been very complimentary towards our students and their performance.

In the M.F.A. program, professional practice extends each student's activities into the larger community. Students work with a variety of (often non-profit) organizations to produce films or curate programs. Film festivals at the Betty Brinn Children's Museum, production projects with Milwaukee Public Schools, youth workshops or programming with the Community Media Project, a promotional video for a Wisconsin food

cooperative, and production for the Asian Film Festival/Korean Film Weekend are recent examples of our students' professional practice activities. A current student, Jason Morgan, has been sponsored by Alterra Coffee Roasters to produce a documentary about their program in Chiapas, Mexico, that educates coffee farmers about methods of evaluating their crops.

Service learning

As a regular course offering, Film 302, Video in the Classroom, trains UWM students to work in K-12 educational settings to support production of video works on issues of social justice and other topics. Film 302 now carries GER-Arts credit and is part of the Cultures and Communities arts curriculum. Since 1993, the Film Department has offered Video in the Classroom as an elective class for UWM. The class consists of working in a Milwaukee Public Schools classroom and enabling those students to produce video programs that have both personal and curricular relevance.

The department is currently focusing its efforts on two sites, Hartford University School for Urban Exploration and El Puente High School. The results of these efforts have been tangible and exciting. One to six projects are produced each semester and they include *Earnest Stays in School*, a video that is now used in the School of Education for teacher training, and another, *Claudette Who?*, that was selected for screening at the 2002 Wisconsin Film Festival in Madison. There now exists the basis for a curriculum that highlights content development, successful classroom techniques, and other best practices that have been developed and utilized over time. Through this initiative, the Film Department has established particularly close ties with Hartford University School for Urban Exploration, and they would like to expand the program into additional classrooms. A number of film students who have taken this class have gone on and received teacher certification, or have otherwise acquired jobs with MPS.

The department has also offered a second course, Video Production for the K-12 Classroom, that successfully included education majors, practicing teachers, and film students—a model mix for this class.

Departmental clubs

The department works closely with the university-sanctioned student organization, Student Cinema Action Network (SCAN), to produce special events (screenings, visiting artists, travel to festivals) as well as the Student Film & Video Festival each semester. Last year, SCAN, along with the Union Theatre, sponsored the traveling NextFrame student film festival, bringing the best of this very competitive international festival to our students. SCAN also hosted a weekend visit, workshop and screening series by Ed Radtke, who presented his insights about independent filmmaking to a group of 50 students and then screened his latest film, *Dream Catcher*. The department also established support for SCAN members to produce the highly acclaimed 35mm film trailer for the 2003 Milwaukee International Film Festival. This trailer was screened many times at area theatres prior to the festival, then before each festival presentation. SCAN has sponsored trips to regional Film & Video Festivals, including the Cleveland Film Festival. This trip was made for two years, with about 20 students attending each time. Two or more officers from SCAN work with the Film department chair to coordinate events and activities, including the Student Film & Video Festival each semester.

Cultures and Communities

The department's Community Media Project (CMP), in partnership with the Cultures and Communities Program, sponsors several screenings and visiting artists each year. Some of these events take place at off-campus locations, such as Strive Media and the Black Holocaust Museum. In April 2003, in the second Producers' Forum, presented by the University of Wisconsin-Milwaukee's Community Media Project and

America's Black Holocaust Museum, Stanley Nelson, producer and director of the film, *The Murder of Emmett Till*, spoke following a screening of his film. The Producer's Forum was partially funded by a grant from the Milwaukee Idea's Cultures and Communities initiative. The grant supported the Producers' Forums through collaboration between the CMP, Strive Media Institute, and America's Black Holocaust Museum.

As an ongoing part of the film curriculum, Film 302, Video in the Classroom, trains UWM students to work in K-12 educational settings to support production of video works on issues of social justice and other curriculum-specific topics. This GER-Arts class is co-sponsored by the Cultures and Communities Program and is part of its Art, Culture, and Community core curriculum.

The Film Department partnered with Culture and Communities to produce a special film screening, "pages re-cut: film /ASSEMBLAGE /collage," on December 8, 2003, at Woodland Pattern Book Center's Open House. The program included local premieres of new work, or newly circulating work, from such celebrated artists as ethnomusicologist and alchemist Harry Smith, filmmaker/puppeteer Janie Geiser, and cut-out animator maestro Lewis Klahr. Also screened were films by Martha Colburn, Stan Vanderbeek, Donna Cameron, Jan Lenica, Gunvor Nelson, and Larry Jordan.

In 2000, the Film Department collaborated with the Milwaukee Art Museum to produce the POP Impact Warhol Film Series, with a Cultures & Communities mini-grant. In conjunction with the Milwaukee Art Museum's major exhibit POP Impact from Johns to Warhol, the Museum and UWM collaborated on an Andy Warhol film project, featuring showings of six Warhol films on three nights, from September 22 to October 13, 2000, with public 'talk-back' discussions including James Kreul and Jonathan Walley, graduate students at the Communication Arts (Film) Department at UW-Madison, who are studying the films of Warhol and the context in which they were created.

Foreign Languages and Linguistics

The German program, for example, provides internships with Milwaukee German Immersion School as well as several American companies that do business with German companies.

Geography

Departmental clubs

UWM Cave Exploration Club

Approximately 50 students over the last five years have participated in approximately three caving trips per year lead by Professor Day.

Departmental clubs

Geography Fieldtrip club has about ten students that participate each year.

Geosciences

Field placements/internships

State DNR provides summer internships for students. We usually place one to two students per year in the program. The internships range from 6 to 12 weeks.

Continuing education

The Department of Geosciences is involved in continuing education at several levels. We provide courses for teachers who require additional course work to maintain proficiency in their area of specialty. We work in conjunction with the School of Education in the training of middle school teachers. We also provide training to professional geologist/hydrogeologists who need upgrading of their skills for industry.

Study abroad

The Department of Geosciences participates in the study abroad program of the College. Examples are our involvement in the London Study Abroad Program of the College and the Marine Science at Sea program in the Caribbean. Participation in the programs varies.

Undergraduate research

Undergraduates are involved in funded research projects in conjunction with other universities. An example is a joint project with Vanderbilt University where undergraduate students from the two institutions have conducted research in Antarctica.

Departmental clubs

The Department of Geosciences has a Geoscience Club that provides students with the opportunity to participate in geological field excursions, to attend a speakers program often hosted by the Club, and to gather for social events. All undergraduate majors are automatically members.

Professional societies

Virtually all of our majors become members of a professional society and attend meetings of the society of their choice while they are undergraduates.

Health Sciences

Departmental clubs

Clinical Laboratory Science Student Association (CLSSA)

Professional societies

Students are encouraged to join one of their local, state, and national professional societies: ASCLS, ASCP, ASM, AABB, ASCT, ASRT, CLMA, SDMS

Undergraduate research (curricular but not required)

Poster Competition: Senior CLS undergraduate students compete in state-wide student poster competition each year at the state professional society meeting (WISCLS) against other CLS students from across the state.

History

Field placements/internships

Students in the Public History concentration do six credits of internship in a variety of sites. Their work is evaluated on site and by the program coordinator. Internships provide preparation for careers in museums, archives, etc.

Undergraduate research

All majors take History 600, the capstone course, in which they write a substantial research paper, that the instructor evaluates. These papers sometimes involve research beyond the UWM library. A few majors take History 681-2 and write an undergraduate thesis, which the adviser evaluates.

Speakers/lecture series, cinema

We have an ongoing monthly departmental colloquium for presentation and discussion of faculty and graduate student work in progress. We have also had several lunchtime film series.

Cultures and Communities

History faculty have been connected with and involved in Cultures and Communities from the beginning. We offer a core course, History 150 Multicultural America, every semester.

Human Movement Sciences

Students in three of the four sub-majors are required to complete a senior internship experience. This internship is a capstone experience in that the student is placed in an agency which has expectations of appropriate academic preparation. The internship experience provides the students with the opportunity to apply all acquired knowledge, refine problem-solving skills, and utilize critical thinking to develop appropriate strategies for a given situation. In addition, within the internship, most students prepare a “professional portfolio” which includes two major projects conducted by the intern during the semester. The internship experience frequently results in employment opportunities upon graduation.

Industrial and Manufacturing Engineering

Certificate Program

We have a Certificate Program in Ergonomics which addresses the continuing education need of non-traditional students from industry in the area of ergonomics. This program collaborates with the College of Health Sciences and the School of Nursing. More than fifty students have participated in this program over the last five years. In addition, the Department offers a course, titled, “Applied Ergonomics,” once a year for those who are not able to take courses for credit. This is a five-day course and is offered once a year. About 30-50 people from all over the country attend this course.

Journalism and Mass Communication

Field placements/internships

About 80 students a year take advantage of both on-campus and off-campus internships. We maintain a listing of about 120 internship opportunities for students.

Departmental clubs

Ad Club, Public Relations Student Society of America, Broadcast Club, Society of Professional Journalists

Materials Engineering

Field placements/internships

Some students are or have worked in industry through the co-operative programs available in the College of Engineering and Applied Science (CEAS).

Music

Field placements/internships

1. Number of students: 25 per semester
2. Number of community sites: 20 per semester
3. Amount of time involved: fieldwork observations involve two hours per week for each student during a semester. Student teaching involves approximately 40 hours per week for each student for a semester.
4. Means of Evaluating: student self-assessment, journal, portfolio, along with faculty and cooperating teacher observations all involved in evaluation process.
5. Changes over past five years: public and private school sites change with each semester

Service learning

1. Number of students: 12 each semester
2. Number of community sites: One
3. Amount of time involved: 30 hours per student per semester
4. Means of Evaluating: Journal, teacher observation
5. Changes over past five years: Formal Service Learning opportunities in Music at MPS schools are in their early stages of development

Continuing education

The UWM Music Department serves an important role in the continuing music education of music teachers and interested amateur musicians.

1. Number of students: Music Teachers (music education workshops – 150) Interested Amateur Musicians (New Horizons Band – 65, Community Orchestra – 50, chamber music workshops – 25)
2. Number of community sites: Six sites
3. Amount of time involved: Music teacher workshops and chamber music workshops are generally a week long. The New Horizons Band and Community Orchestra rehearse for one and one half hours each week
4. Means of Evaluating: Participant evaluation forms
5. Changes over past five years: Each of these programs has grown continually over the past five years

Professional societies

1. Number of students: 50 (25 in CMENC, 25 in ACDA)
2. Number of community sites: Located at UWM
3. Amount of time involved: Each organization meets for an hour weekly. Additional activities include trips to musical events, recitals, outreach activities, and convention participation).
4. Means of Evaluating: Informal Observation
5. Changes over past five years: Continual growth in these organizations has accompanied department growth

Nursing

Field placements/internships

Due to the nature of academic preparation for the nursing profession, students spend significant time outside the traditional classroom. All nursing students undertake their clinical education experiences in numerous health care settings throughout Southeastern Wisconsin, with the majority of the clinical placements being in the Metro Milwaukee area. The clinical experiences in the first semester of the major focus on the health of communities, and take place in different neighborhood agencies where students interact with clients of all ages, cultures, and socioeconomic backgrounds, to promote Wellness and Healthy Lifestyles. Students return to the community focus as second semester seniors, having attained proficiency in both nursing theory and practice, to apply more advanced nursing interventions to the health concerns that affect specific populations such as mothers and infants, children, and the mentally ill. At the first semester junior level, between 12 and 14 community agencies are used for student placement. A similar number of agencies are used at the second semester senior level. Utilization of community agencies for clinical experiences has increased over the last five years as enrollments in the nursing major have increased.

As part of the comprehensive program evaluation plan for the College of Nursing, all clinical placement experiences are assessed by students, faculty and teaching academic staff, as well as personnel from the agencies, at the conclusion of each semester. This information is used in the ongoing evaluation of clinical programming.

Study abroad

The College conducted its first study abroad program during Winterim 2003-04. Eleven undergraduate students led by Professors Teresa Johnson and Julia Snethen, participated in a comparative study into how maternal and child health care is conducted in England. A special feature of this program was its hands-on shadowing experiences in the field.

Continuing education

The Continuing Education and Outreach Program (CEOP) within the College of Nursing provides nursing continuing education programs for faculty, staff, students, and nurses in the community (local, regional, national and international). In fiscal year 2003, 28 educational activities were offered with over 1675 participants attending. Students, faculty, and staff are provided a reduced registration fee. Educational activities provided by CEOP have significantly increased in number and attendance over the past two years.

All educational activities go through a planning process involving a planning committee of experts and CEOP personnel. Each educational activity is formally evaluated, including evaluations by the participants, speakers, planning committee, and CEOP staff.

Cultures and Communities

Through community engagement, the Center for Diversity and Health fosters respect for human diversity, integrity, creativity, caring, ethical treatment, scholarship, social justice, and policy. The Center collaborates with communities, nursing faculty, students, health professionals, and public officials to monitor and influence public policy related to the health and well being of culturally diverse populations.

The Center also assists other UWM College of Nursing departments, and the UWM neighborhood with health screenings, health education, and health promotion.

Students are integrally involved in the Community Nursing Centers (CNCs) and the Institute for Urban Health Partnerships. The following is a listing of recent projects in which they are and have been involved.

Undergraduate students

Over the past three summers, the Milwaukee AHEC (Area Health Education Center) has funded an undergraduate intern to work in the Institute of Urban Health Partnerships (IUHP) for an eight week period. These students have varying majors, but all have an interest in public health. During the first year, Hermione Bell developed a database of community services and primary care physicians available for pregnant and parenting teens. This information was used to a) compare the addresses of births to teens in the area with available community services; and b) to support the need for expanded primary care services in Northwest Milwaukee in a funding proposal for a new Federally funded community health center. This student received an award from the University of Wisconsin Medical School Public Health and Health Policy Institute that included \$1000 for having the "Best Student Paper" presented at their conference in October, 2003.

In subsequent years, this data was updated. In the second and third years, the students worked on development of a community health assessment survey tool, a literature review of articles concerning adolescent pregnancy, and a pamphlet for residents that promotes physical activity. The literature review will be used in an article concerning the long standing adolescent pregnancy and parenting program offered through the Silver Spring Community Nursing Center. The survey tool will be used for community health assessments of the areas targeted by the CNCs.

In support of the community health assessment, the undergraduate nursing students at the Silver Spring CNC developed a proposal for funding of the distribution of the surveys and analysis of the collected data. Although the proposal was not funded, the students learned valuable lessons on developing proposals for local grants. During the spring of 2004, undergraduate nursing students developed a module regarding breast and cervical cancer prevention for subsequent groups of students that was funded by the Milwaukee Affiliate of the Susan G. Komen Foundation.

Graduate students

Several graduate students have worked directly in the IUHP. There have been three Master's students precepted by IUHP staff over the past three years. Based on the UWM models, Pei Yun Tsai developed a model community nursing center for a school in Taiwan. Elizabeth Primasing completed an evaluation of the Prenatal Care Coordination program at the Silver Spring Community Nursing Center and working with Jean Bell Calvin, her work provided a framework for our billing for Prenatal Care Coordination clients. Rochelle Nelson completed an analysis of the care provided for clients with diabetes at Silver Spring as well.

Doctoral students have served as project assistants in the IUHP. Roles have included assisting with literature searches and reviews to update our files about community nursing centers and on case management. The information about the CNC's has been used for funding proposals and the case management information was used as background for a paper that Jean Bell Calvin and Mary Jo Baisch presented at the CDC's 13th National Conference on Chronic Disease Prevention and Control entitled: Cost Effectiveness of Case Management in Primary Care.

Departmental clubs

Student organizations such as Nursing Student Association, UWM College of Nursing chapter (NSA) and the Future Black Nurses Association (FBNA) strengthen student learning by promoting socialization into the nursing profession through mutual academic support and community service. Both organizations convey the standards and ethics of the nursing profession, and promote the development of the skills that students will need as responsible and accountable members of the nursing profession. In addition the FBNA is guided by the principle that African American nurses have the understanding, knowledge, interest, concern, and the expertise to make a significant difference in the health care status of African Americans and other minority communities across the nation. Both organizations foster mentoring relationships between upper and lower classmen. Both organizations engage in community volunteerism activities such as sponsoring blood drives, food and toy donations, and participating in respite care programs for disabled children.

Professional societies

Eta Nu is the UW–Milwaukee chapter of Sigma Theta Tau International Honor Society of Nursing. Established in 1984, the chapter supports the learning and professional development of its members. Membership is by invitation to undergraduate and graduate nursing students who demonstrate excellence in scholarship. The Eta Nu chapter supports the academic achievements of student members through annual scholarships and awards that recognize the outstanding accomplishments of both undergraduate and graduate nursing students. Membership in this organization extends beyond the student experience and fosters life long learning through continued involvement in its mission to use scholarship, knowledge and technology to improve the health of the world's people.

Engagement linked to scholarship

Several faculty members have a portion of their assignments allocated to developing research in hospitals or health care systems in the community. These relationships, supported by the agencies, foster agency staff development and enhance the faculty's program of research with the goal of improving patient care.

The Werley Center for Nursing Research and Evaluation (CNRE) provides services to community and professional agencies, such as the Wisconsin Department of Health and Family Services, the Wisconsin Nurses Association, and the Visiting Nurses Association, on a competitive fee for service basis. These services include matching faculty expertise to client consultation needs, assisting in the design of nursing research and evaluation projects, creating and mailing data collection forms, and assisting with the analysis of research/evaluation data. Students, particularly student employees of CNRE, are provided with a variety of experiences as a result of these links to the community.

Occupational Therapy

Field placements/internships

Required in five courses in occupational therapy and two courses in therapeutic recreation program

Service learning

Required in Introduction to Occupational Therapy course

Study abroad

Optional study abroad program offered in Mexico in UWinterim, 2004 (seven students participated)

Professional societies

Pi Theta Epsilon honor society in Occupational Therapy Program

Clubs

Student clubs for majors in occupational therapy and therapeutic recreation

Continuing education

Continuing education opportunities offered to students at a discounted rate via CHS Office of Outreach

Physics

Study abroad

The Department offers the opportunity for undergraduates to study abroad for credit (Physics 497, Study Abroad). For example, it allows students to take Physics courses for credit at La Trobe University in Australia.

Field placements/internships

The Department offers a course, Internship in Physics, Upper Division (Physics 489), which allows the application of advanced principles of physics in a research, business, organizational, educational, political, or other appropriate setting. One credit is earned for 40 hours of work.

Undergraduate research

The Department offers a course, Undergraduate Research Participation (Physics 391) in which UWM undergraduates may perform independent research on faculty-supervised Physics research projects.

The Department also offers the NSF-funded summer program Research Experiences for Undergraduates (REU)—see responses to Question 10, above, for further details.

Speakers/lecture series, cinema

The Department offers the Undergraduate Physics Seminar (Physics 498) which features talks by faculty, visitors, and students on topics of current interest in physics, astronomy, and other science and engineering fields.

Political Science

The Political Science Department provides for-credit internships that have enabled students to work in political campaigns, the offices of local officials, state legislators, and members of Congress, community organizing, interest groups and a wide range of politically relevant activities. Students are required to write an analytical paper, under the supervision of a faculty member, which allows them to see their internships in a broader political and social context.

Psychology

Undergraduate research

All students graduating from UWM with a major or minor in Psychology will have actively participated in research. In addition to our opportunities for individual research assistantships and independent study (Psych 199, 290, 292, 296, 690, 692, 697, 698, 699), all students are required to enroll in Research Methods (Psych 325) and two laboratory courses in order to graduate. Psych 325 and the laboratory courses all involve students in one or more experiments.

Speakers/lecture series, cinema

1. The Department of Psychology offers several different brown-bag discussion groups each week that are open to all faculty, graduate students, and undergraduate students.
2. The Department also sponsors colloquia from local, regional, national, and international experts on several occasions during the academic year. These events are always open to the greater UWM community.
3. The Department also sponsors an Annual Graduate Student Symposium in which our own students present their research findings to the greater Milwaukee community.

Professional societies

1. Psi Chi
2. Association of Graduate Students in Psychology (AGSIP)—all graduate students in the department are members

Engagement linked to scholarship

Students (both undergraduate and graduate) routinely practice psychology while learning. For example, our Clinical Psychology program trains students in a variety of different assessment and intervention approaches often in specialty clinics set up within the department. Thus, students learn while actually practicing (under supervision of course).

Other

Close to 100 different sites have been identified in the greater Milwaukee area that sponsor student service and research placements. The students are graded by their on-site supervisors as well as their department sponsors. These field placements are especially vital to the students in that they give them an opportunity to display what they have learned (building their confidence) and they also provide the students with a keen appreciation of what it would be like to practice psychology in that field setting on a day to day basis. These kinds of experiences permit students to make informed decisions about their future careers.

School of Information Studies (SOIS)

Cultures and Communities

CE programs are offered to both current students and local professionals (several programs annually).

Speakers/lecture series, cinema

SOIS sponsors the annual Ted Samore Lecture Series, which is open to undergraduate and graduate students as well as alumni and members of the professional community.

School of Business

Professional societies

The School of Business Administration also provides support to student organizations and honorary organizations dedicated to providing knowledge and understanding about the various aspects of business. Several of these student organizations are housed in the Business Building. Although most feature a specific discipline or career focus, such as Beta Alpha Psi, the Student Investment Club, AITP, SHRM; others cut across disciplines in the School such as CEO and Beta Gamma Sigma, the national honorary society for business schools.

Active participation in student chapters of professional societies also augments classroom learning. Student organization members have been active in the School's Black and Gold Committee.

Study abroad

Working collaboratively with the UWM's Center for International Education, the Business School has made significant progress in providing an increasing number of study abroad and exchange programs to interested students. Eighty-seven undergraduate and graduate students have participated in a two-week exchange program with the Bordeaux School of Business in France since June 2001. Eighty-four students have participated in the 2002-2004 UWinteriM trips to London and Dublin. And ten students participated in an exchange program in Chile in 2003 and an additional ten students traveled to Chile in 2004. Executive MBA program students also participated in recent study abroad trips to London, Paris and Milan; Hong Kong; and the People's Republic of China.

Recognition by the School's faculty and administration of the critical importance of multicultural dimensions in a student's curriculum are achieved in the new Bachelor of Arts in Global Studies (BAGS) program with a Global Management track. This interdisciplinary program will assume an important role in preparing individuals who are able to function with ease in the increasingly global business, economics, cultural, social, and political arenas within which management enterprises operate on a daily basis.

Field placements/internships

Internships are one of the key professional experiences a student can have as an undergraduate or graduate student. They provide students with the opportunity to gain relevant work experience in their chosen field of study. Internships are available to all students; they are available for academic credit to juniors, seniors, and graduate students with the approval and assigned supervision of a faculty member. The School's faculty and its director of Career Services have been active in increasing the number of internship opportunities available to students. This is facilitated by the large and diversified industrial and commercial base present in the Milwaukee metropolitan region. Such a base offers business students a "living laboratory" for learning, research, and the dissemination/application of knowledge pertinent to management theories and practice. During 2003-2004 over 200 internships were completed for credit in the six undergraduate major areas. New internship opportunities are also available to undergraduate and graduate business students through the UWM Kauffman Entrepreneur Internship Program. Working together with the College of Engineering and Applied Science, the Business School has provided eight students with internship opportunities where they learn about entrepreneurial spirit, competencies, and processes, while gaining hands-on experience working closely with community entrepreneurs and entrepreneurial enterprises.

Social Work

Field placements/internships

M.S.W. students are placed in agencies providing social services located in Milwaukee and throughout the state of Wisconsin and, at times, in surrounding states. Field Supervision is provided for the student on site by a designated field instructor who has an M.S.W. degree and meets the criteria as outlined by the School. Undergraduate students are required to complete 520 hours during two semesters under the supervision of B.S.W. or M.S.W. level professionals. Graduate students must complete a minimum of 900 hours of field internships, supervised by M.S.W. level field instructors. During either Fall or Spring semesters there are between 200 and 250 students placed in social service agencies and programs. Approximately 500 field sites throughout Wisconsin have been approved as possible placement sites. Clinical faculty members have the responsibility for developing the placement sites, assigning students to those sites, and facilitating and monitoring the learning experiences of students.

Service learning

One section of our undergraduate course on group methods has, at times, offered a service learning component. Students are placed as a class in an agency and work with the instructor, agency representatives, and clients to apply classroom learning.

Study abroad

From 1996 to 2003, 49 students participated in the Bristol International Credit Earning Programme. This program, based in Bristol, England exposes students to a generic framework in British public policy and social welfare, while allowing students to select a concentration in multiple sub-specialty areas (e.g., housing, education, child welfare, etc.). This is a two-week program during the summer, supervised by a faculty member from the Social Work Department. Student assignments are the basis for evaluation. For many of our students, this has been their first international experience and it not only allows them to view another service delivery system but to experience, albeit briefly, another culture.

Departmental clubs

B.S.W.: All undergraduate social work students have the opportunity to participate in the Undergraduate Social Work Club (USWC). Office space is provided for the Club, including a telephone, computer, and needed office supplies. The administration of the School supports the Club by providing the office resources, encouraging the Club's participation in School activities, and covering the costs of duplicating printed materials and mailings as needed.

The Club was organized to provide a supportive environment for students, to act as an advocate for students, and to encourage students to expand their knowledge of social welfare within the university and the community. Students from the Club may serve as representatives on various School committees with voting rights. Members of the USWC have participated in several service projects over the past few years. These have included involvement with the Bay View Community Center, Guest House (a shelter for the homeless), and the Cerebral Palsy Fund, as well as holding fundraising bake sales and participating in the School's Giving Tree Project which provides Christmas gifts for the underserved individuals in the community.

M.S.W.: The School encourages student organizations, especially those that focus on the particular interests of M.S.W. students. The MSWN (Masters of Social Work Network) is the graduate student organization. The Network was designed to be inclusive of all M.S.W. students so students need not officially join. Any student in the M.S.W. program is assumed to be a member of the Network.

The purpose of the Network is to connect graduate students to vital information for promoting their professional advancement. Students work together to learn about professional resources, to obtain current information regarding professional standards and credentials, and to network with organizations and social workers. In past years, the organization sponsored presentations on the following topics:

- Wisconsin Approved Provider Status (the 3000 hour rule)
- Resume and cover letter writing
- Job networking and interviewing
- MSW curriculum focus groups
- Post-graduate internship possibilities

The Network does not have elected officials but is convened by a small group of students who have voluntarily taken on the responsibility of organizing activities and attending to publicity mailings. Representatives of the Network are encouraged to attend and participate in the School's committees. The School administration supports the activities of the Network by encouraging student participation in the organization, and has agreed to cover the cost of duplication of printed materials and mailings as requested.

Sociology

Service learning

1. Approximately 20 students enroll each year in the sociology internship program (Soc 489)
2. Approximately 15 students are inducted into AKD the national sociology honor society each year

Spanish and Portuguese

Field placements/internships

Translation students must serve internships of 100 hours. Placements are in translation agencies, firms doing international business, social service agencies, or with freelance translators.

Increasingly, undergraduate students are incorporating internships into their plans of study as well. Undergraduate Emily Gormican is currently doing an internship as part of her capstone experience after having taken the Introduction to Interpreting course.

Service learning

Professor Margaret Crosby has incorporated service learning components into certain courses.

Study abroad

Many Spanish majors participate in study abroad programs through UWM and other institutions. These include UWM's Chile and Spain program, and many other opportunities through Winterim, etc. Data is not available on the exact number of students participating, but it is a high percentage of our majors.

Speakers/lecture series, cinema

The department collaborates with the Center for Latin American and Caribbean Studies on the Latin American Film Festival. Professor Bryan Kennedy has spoken at the openings of several Brazilian movies.

Professional translators and staff of translation agencies typically speak to our advanced translation classes.

Other experts and authors also visit on occasion. Examples of this are: May 2001 Professor Susan Rascón arranged for Guatemalan author Víctor Montejo to visit UWM. In addition to a presentation for the general public, Mr. Montejo had special meetings with students in two of Professor Rascón's classes. Students in her Spanish 353 had read his *El Q'anil* and he answered their questions about the book. Students in her Spanish 447 had had the opportunity to translate some of Mr. Montejo's poetry and he participated in a reading and critique session with them. In February of 2000 there was a similar visit by Guatemalan author Gaspar Pedro González. These are but a couple of examples of the kind of involvement and interaction with experts and speakers that goes on in the department.

Professional societies

Some of our students have joined organizations such as the American Translators Association and the Midwest Association of Translators and Interpreters. They have attended professional development meetings and conferences of the organizations.

Departmental clubs

The Department of Spanish and Portuguese has an active chapter of Spanish honor society Sigma Delta Pi, advised by faculty member Professor Margaret Crosby. Sigma Delta Pi holds an annual induction ceremony as well as cultural and fundraising events. The society sponsored and put on a reception for author Víctor Montejo's visit and organized and sponsored a Noche de Tango and anniversary celebration.

The department's Club Hispánico, with faculty advisor John McCaw, has organized several activities off campus for students over the past few years.

Continuing education

The department plays an important role in continuing education, particularly for high school language teachers who enroll in our courses to meet these requirements and oftentimes to work toward an MA.

Theatre

Service learning

1. Stories from the Hidden Chamber: In conjunction with Milwaukee Public Museum
30 students/two community sites
Participation level: Immersion
Survey, project documentation, rubric, learning scale inventory
2. Teachers as Tellers
four students/six community sites
Participation level: Immersion
Survey, interview, questionnaire
3. Voices of the Heart
30 Students/five community sites
Participation Level: Immersion
Survey and Student Reflective Statement
4. Student Fieldwork/Service-Learning in Theatre Teaching
20 students/15 community sites
Participation level: Immersion
Portfolio, rubrics, competency scale rating
5. Student Practicum/Service-Learning in Theatre Teaching
14 students/25 community sites
Participation level: Immersion
Portfolio, rubrics, competency scale rating

Study abroad

1. Student exchange at Bournemouth Arts Institute–England
Participation level: Immersion
Journal, project documentation, physical outcomes of costume production
2. Study Abroad to London/Paris
12 students /18 days
Participation level: Immersion
Journal, survey, student reflection

Undergraduate research

1. Elder Tales
six students/three community sites
Participation level: Immersion
Survey, project documentation, rubric, learning scale inventory

2. Supporting Elm Arts School Teachers
three students/one community site
Satisfaction survey, meetings and face-to-face interviews
3. CinePlex Project
one student/one community site
Screenplay, critique and rubric rating, email discussion
4. 81st Street School Project
four students/one community site
Journals, dispositional responses

Field placements/internships

1. Internships with professional theatre companies
30 students/25 sites
Journals, survey, project documentation

Urban Planning

Field placements/internships

Our judgment based on the data and anecdotal information from our conversations with students is that over 95 percent of students are involved in a field placement prior to graduating from the masters program. We encourage all students to get this experience. Students are working in field placements throughout southeast Wisconsin, in the cities of Milwaukee, New Berlin, Franklin, Glendale, Wauwatosa, and Greenfield, to name just a few. Placements are in Business Improvement Districts, neighborhood organizations, and community development corporations, especially in the city of Milwaukee.

The only reason that the field placement/internship course is not required is that we are able to persuade almost all students to do this experience without adding three additional credits to a 48 credit masters degree.

Service learning

Service learning is a core value of our faculty and curriculum. It is the critical element in producing excellence in student outcomes. Three courses are designed entirely around a service learning approach (793, 810, and 811). Faculty members teaching other courses are encouraged to include community-based projects as much as feasible given the nature of the specific course.

Study abroad

The faculty has recently put greater emphasis on encouraging our students to do study abroad. In planning, seeing how cities have developed in other cultural and political contexts is important to understanding the strengths and limitations of U.S. city planning.

This summer, we anticipate that two students will study for two months in Europe, and four students will be taking part in a course taught by the Geography department that will take students to study in Toronto for a week.

Speakers/lecture series, cinema

A few years back, the department had fallen away from providing speakers and lecture series. That trend has been fully turned around, and our program is much stronger for it. We now have a lunchtime brown bag seminar series held four to five times each semester. The focus is on bringing in professionals who are doing progressive (cutting edge) planning work in our area, or occasionally speakers who are engaged in controversial planning processes.

This spring, the department is launching a major annual lecture to commemorate the life of a recently deceased alumni and adjunct faculty member.

Faculty have also become more proactive about bringing professionals into courses to provide a frontline perspective on the academic content the students get in core courses.

Departmental clubs

The faculty actively encourages students to become members of the UWM Student Chapter of the American Planning Association. The Wisconsin Chapter of the APA provides some financial support to the Student Chapter, including funds to subsidize travel to the national conference.

Faculty members are actively involved in social events planned by the Student Chapter.

Engagement linked to scholarship

As noted in the answer to another question, student research—to the extent that it occurs at all—occurs in the context of engagement in the community through our course projects.

Visual Arts

Field placements/internships

The Art Education program conducts early field experience in all art education methods classes. This translates as six to eight weeks of work in the fall semesters in elementary settings to support classroom teachers in their regular activities. An Art Education faculty member supervises at each site and does ongoing evaluation of the students teaching practice in these settings. These students develop visual arts curricula drawing from areas across the School's curriculum as their mentor teachers request. These field placement curricula are evaluated in progress and are included in the teaching portfolio. The Spring semesters field placements are in middle and high schools. The students develop curricula which are delivered as an enrichment activity either during the school day or after school. An Art Education faculty member supervises at each site and does ongoing evaluations.

Student teaching placements

B.F.A. certification students are required to complete ten credits of student teaching hours. To accomplish this, they are placed for half of a public school semester in an elementary school setting with a cooperating teacher and half of a public school semester in a secondary school with a cooperating teacher. During this placement they participate daily in the cooperating teacher's classroom activities, initiate curricular activities of their own, and document their student teaching activities and results in evaluative writing, photo documentation, and with lesson plans. During this student teaching semester they participate in a weekly seminar with all participating student teachers and the faculty supervisors to share experience, direct activities,

and evaluate both progress and results. Student teachers are required to develop a teaching portfolio based on the semester's experience. This portfolio builds on the model used in the field placement experiences but is more complete, including commentary from the cooperating teachers and a complete curriculum and lesson plan record.

Graphic design internship program

In 2003-2004 the GraphX studio internship was initiated for a few graphic design students per semester. It is coordinated by Kelly Beisbeir, Peck School of the Arts Senior Graphic Designer, and Associate Dean Richard Zauft (graphic design faculty member). The program develops design solutions for area clients and provides solid professional experience to students. The remaining internship program in Graphic Design is in transition. Adjunct instructors who are design professionals from the area offer an internship preparatory course focusing on preparing students for internship through presentations, visiting designers, readings and discussions regarding ethics, workplace interactions, market and job portfolio requirements, interactions with market providers (printers and fabricators, etc.) A number of current students are in internship situations but are not part of a supervised course. These internship positions are screened through Graphic Design faculty and opportunities are posted for student follow up. This changed to an updated formalized program with the hire of a new Graphic Design faculty member.

Museum/gallery internships

During fall semester 2003, senior visual art major Cortney Heimerl served as an intern to Institute of Visual Arts, receiving course credit through independent study with a Visual Art faculty member. Her responsibilities centered around planning and implementation of exhibitions in the student gallery component of inova, Gallery 3B. She arranged for student participation, assisted with press release and artist statement preparations for the students, organized installation and de-installation hours and guidelines, and planned opening receptions with the students. She kept a journal of her preparatory activities and results for Gallery 3B and participated in other inova event planning and installation activities as needed.

On an irregular but frequent basis, B.F.A. Visual Art majors have worked as interns for Milwaukee's Walkers Point Center for the Arts. In these instances they have applied for participation through the center, made independent study credit proposals to sponsoring faculty members, participated in all aspects of the Center's activities from exhibition and event planning and installation to workshop implementation and grant writing research. These students have written their internship proposals as a course abstract, kept working journals, documented the results of their work with the Center's activities in both visual and written form, and written a summation paper. The reasons students request participation at Walkers Point vary from interest in non-profit arts organizations, to community art center impact studies, to site specific art making.

Service learning

The early field placement experiences function as the primary service learning opportunity for art education majors in addition to their required field observations because they provide direct support for the partner schools and teachers both in the classroom and in after school activities. The 50 hours of observations required in addition to the monitored classroom experience provide additional opportunities through school visits and volunteer activities. An average of 35-40 students participate per year in this Service Learning component of the certification program.

During fall and spring semesters in 2002-2003, students in Assistant Professor Joan Dobkin's Graphic Design courses did design work for the local Advocacy Group, a fund raising organization for non-profit support groups whose client audiences are the uninsured, under employed, and homeless, among others. Fifteen to eighteen students participated.

Continuing education

The Department of Visual Art offers outreach course sections in several of its 200 level courses every semester. These are advertised in the Schedule of Classes to accommodate post baccalaureate registration from the region's public school teachers who need to take continued studio course credits to stay certified and eligible for salary increases. These courses are offered in Ceramics, Fibers, Photography, Printmaking, and Watercolor. Approximately one to two students per course every semester is a member of this intended audience, but the department keeps only anecdotal records for these enrollments. The total number of students served is about 16-20, including summer session courses numbers in the count.

Planning is underway for summer session course work opportunities for specialized media training using the equipment intensive spaces within Visual Arts spaces. The first area to make direct offerings for non-credit continuing education audiences were Jewelry and Metalsmithing during summer 2004. A series of short technique based work shops acted as a pilot to determine both area interest, format options for presentation and timing, audience development. Several goals were behind the pilot. The credit course offerings from Visual Art could be coordinated with the non-credit offerings for event sponsorship and/or for cross disciplinary benefits with other Peck School of the Arts programs. Safe and supervised access to the specialized equipment in Visual Art's labs served the needs of area artists unaffiliated with schools or institutions while avoiding space conflicts with courses run during regular semester hours. Coordination between non-credit workshops and a revitalized Master of Science in Art Education program (target date Fall 2005) utilizing summer months and summer studio access could enhance studio opportunities for Milwaukee area teachers. The pilot program needs to test interest, capacity, and outcome possibilities.

Study abroad

The Peru Today study abroad courses have been offered four times since January 2001 (January 2001, May/June 2002, May/June 2003, and May/June 2004). To date, 38 students have participated (not counting the May/June 2004 group). The course examines Peruvian culture through its art and architecture, an introduction to the ethnic groups that make up Peruvian society, and the geographic, economic and political issues that have shaped Peru as an emerging democracy in the Andean region. Travel and study take place in three geographically distinct areas of Peru: Lima, the capital located in the coastal desert, Cuzco, the Andean center of pre-Columbian Inca civilization, and its environs; and the Tambopata region in the Amazon basin. Students are required to do extensive readings on a variety of topics, participate in lectures and discussions, and to create a travel journal specifically related to the major research area of their undergraduate program studies. Peru Today has been organized by Visual Art faculty members Professors Gunderman and Davis-Benavides and coordinated through the Center for International Education's Study Abroad programs.

Europe Study Abroad 2002 focused on France (Paris, Auvers-sur-Oise and Giverny) for three weeks followed by Italy (Venice, Padua, Florence, Siena, Monterchi, San Sepulcro, and Arezzo) for three weeks. Seventeen students participated and enrolled for 12 credits each. The program was organized by Professor Denis Sargent and coordinated through the Center for International Education's Study Abroad programs.

Study Abroad is an extremely effective means of broadening students' vision of themselves as part of a world community. For many participants in the Peru Today programs, this has been their first experience in living and traveling outside of the Midwest United States. The program emphasizes interdisciplinary experiences and discussions on a variety of issues ranging from social, political environmental, art historical, and the impact of globalization in a third world setting. In the Paris/Italy study abroad programs, students benefit from direct on-site observation and investigation of art works. They gain an improved understanding of the physical context of the artworks which then leads to better appreciation for the historical and social context for the work's meaning and impact. The experience also provides a greater experience of diversity and facilitates their negotiation of future opportunities and challenges for their own studio production or careers.

Undergraduate research

In the Art Education area, students collaborate with Art Education faculty on their individual research projects to gain experience and/or fulfill their required early field observation hours. Examples include assistance with and observation of Professor Davidson's research project at Hartford University School called "Vision and Voice: Girls Version of Life," a collaboration with art teacher Steve VandeZande and funded through Cultures and Communities; Professor Kim Cosier's Project Q; and the Art Education Area's Community Engagement Initiative Intergenerational Documentary Photography project.

Speakers/lecture series, cinema

The Department of Visual Art works to offer a regular academic year schedule of visiting artists and speakers through a combination of funding and collaborative sources. There are usually two to four speakers per semester depending on artist availability in the area, collaborative sponsorship opportunities, and departmental funding capacities. Studio areas within the department make contributions to these events by working to find co-sponsors. The speakers offer important insights into contemporary art practice locally, nationally and globally. During the 2003-2004 year, these events took the form of co-sponsorship with the Center for 21st Century Studies, of Xu Bing, the New York based Chinese artist, with the Milwaukee Art Museum for a symposium, *Dzine* with the Center for 21st Century Studies, Claire Van Vliet with the Golda Mier Library's Special Collection curator, with the Dean's office, Paul Kranick's studio critiques for graduate students, Lin Chan Gu, Clark Lunberry, and Brian Yates.

The audience numbers for these events vary (from about twenty for one or two classes to 300 for large classes) when the event is primarily class-based and from 50 to 70 when the event is public. Students who attend are often from courses whose focus is closely related to the specific studio discipline of the speaker but graduate students attend regardless of disciplinary involvement.

No formal assessment of the impact from these presentations is kept but students report, both in course work products based on responses to the speakers, and in written summations from the events that whether they agree with, fully understand, or respond positively to the speaker, that the extra insights, new technical demonstration, expanded image possibilities, and professional career models provided are among the most important aspects of their program.

Other

Milwaukee Art Guild, KASA (Kenilworth Art Students Association), student chapter of AIGA (American Institute of Graphic Artists), and NAEA (National Art Education Association and the WAEA (Wisconsin Art Education Association)

1. Milwaukee Art Guild is a student initiated organization that began at the end of the 1990's through the efforts of two or three students. The organization is currently a group of ten members, including three officers, who are organizers of events which offer exhibition and learning opportunities for Visual Art majors. The main function of the group is to foster and artistic community within the UWM campus. To achieve this goal they organize events, view galleries, and museums as a group, and keep each other informed about art-related events in the community. Their principal event is the "Method" show, held in Fall semesters in collaboration with the Union Art Gallery. The exhibit is an annual event, juried by regional professional artists invited by the group to select participants and identify award winners. The Guild also organizes group outings for Gallery Night, and makes trips to Navy pier for the International Art Exhibition in May and

the Sculpture and Objects of Functional Art (SOFA) in October. In Spring 2004, they collaborated with the Union Art Gallery, the Women's Resource Center, and the College Feminists to hold a new themed exhibition; based on gender and sexual identity, sexual violence women's rights and related ideas. The group is not currently affiliated with the Student Organization office.

2. Kenilworth Art Student Association (KASA) is a student organization of approximately fifteen members affiliated with the UWM Student Organization. It has four officers. The group raises money to participate in the annual Northern California Women's Caucus for Art (NCWCA) conference held each year in various national locations and to participate in community service. Their principal community interaction center on the "EMPTY BOWLS" fundraiser for Milwaukee area food pantries held annually in October. KASA students make between 300 and 500 bowls each year for donation to the fundraiser.
3. Student Chapter of American Institute of Graphic Artists (AIGA) at UWM has five officers and about twenty members and a faculty advisor. It is affiliated with UWM's Student Organization. The group organizes events every semester for Graphic Design students, including fund raisers for student participation in regional AIGA conferences and Portfolio days. The group's purpose is to give students interested in graphic design a chance to continue their education outside of class with other students who share the same interests. The group invites guest speakers to their semester meetings, organizes tours of approved design firms, maintains a web site, does design work with logos, stationary, business cards, newsletters; and organizes discussions around transitioning to career and market placement.
4. Art Education students are required to become members of the National Art Education Association (NAEA) and the Wisconsin Art Education Association (WAEA). The students are required to attend the WAEA Conference held in the Fall semester. They are encouraged to join the Milwaukee Area Teachers of Art (MATA) and to attend the MATA workshops which are hosted by Visual Art's Art Education faculty. The national and state organizations are the professional organizations for the field and offer research and education resources to student members. MATA is a local organization which maintains the Visual Art educator community of teachers and educators through a variety of activities, including exhibition sponsorship and workshops to support continuing professional development activities.

Cultures and Communities

In the past five years, six faculty members and an adjunct instructor have had active support from UWM's Cultures and Communities program. Ceramics faculty members Professor Karen Gunderman and Associate Professor Christopher Davis-Benavides got project support to assist with a visiting artist during the 2001-2002 lecture series year. In the late 1990's Assistant Professor Phyllis Thompson and Professor Leslie Vansen were Cultures and Communities fellows for the 1999-2000 year. In 2002-2003 and continuing in 2003-2004, Art Education Assistant Professors Cosier and Davidson received project support funding for their Community Engagement projects from Cultures and Communities. Since 2002-2003, Lecturer Raoul Deal has taught in a liaison capacity in Visual Art's programs while also developing and teaching a special Cultures and Communities section of Visual Art's ART100 course for School of Education majors. This special ART100 section and the two Art Survey courses ART105 and ART106 have been approved for Cultures and Communities course credit within the GER course options.

Undergraduate research (curricular but not required)

In the Art Education area, students collaborate with Art Education faculty on their individual research projects to gain experience and/or fulfill their required early field observation hours. Examples include assistance with and observation of Professor Davidson's research project at Hartford University School called "Vision and Voice: Girls' Version of Life," a collaboration with art teacher Steve VandeZande and funded through Cultures and Communities; Professor Kim Cosier's Project Q; and the Art Education Area's Community Engagement Initiative Intergenerational Documentary Photography project.

Engagement linked to scholarship

The Art Education faculty members have formed an umbrella concept to establish partnerships with community schools and organizations, seek project funding support, and document research results. Their concept is called the Art Education Community Engagement Initiative and is Visual Art's primary area of engagement activity.

Center Contributions to Co-curricular Activities

Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship

Entrepreneur Internship Program: Designed to provide both undergraduate and graduate students with opportunities for experiential learning through internships with entrepreneurs, the Entrepreneur Internship Program was made possible by a seed grant from the Ewing Marion Kauffman Foundation and additional support from We Energies and entrepreneur intern host companies. In the first two years of the program, 24 entrepreneur interns have been placed.

Field placements/internships

Students who participate in the Entrepreneur Internship Program complete a questionnaire upon completion of their internship to help the Center determine the quality of their experience in the program, and to help guide us in subsequent semesters. One outcome of these surveys is that, based on feedback from the first year participants, we have refined some of the procedures for sharing relevant internship information with students, and have provided them with a formal network to meet each other and discuss their experiences as a group.

Speakers/lecture series, cinema

Through the Bostrom Center's Bradley Distinguished Lecture Series, co-sponsored with the Lynde and Harry Bradley Foundation, professionals in the Southeastern Wisconsin business community are offered the opportunity to learn from nationally and internationally respected scholars and policy experts, who speak in the series on major issues pertaining to the political economy of globalization, entrepreneurship, and global economic competition. Held three or four times each year for the last ten years, the series has been attended by thousands of business executives and professionals. Recent speakers include Anne Krueger, First Deputy Managing Director of the International Monetary Fund; R. Glenn Hubbard, former Chairman of the Council of Economic Advisers under President George W. Bush; and C. Fred Bergsten, Director of the Institute for International Economics.

More recently, the Consortium for Innovative Manufacturing and Operations Management holds an annual day-long workshop on specific operations management topics. These workshops draw over 100 professionals, and feature both industry and academic experts.

The Research Seminar Series is designed to promote and encourage faculty and doctoral student research, the Center supports the Research Seminar Series. The Series provides a forum for the School's faculty and doctoral students, as well as academics from other institutions, to present their research to and discuss their findings with their campus colleagues.

The Center supported the Venture Best Series "Innovation—From Idea to Business," presented to faculty and doctoral students. The Series was designed to encourage individuals to turn their research into business ideas, and provided practical information on organizing a company, intellectual property, business plans, and financing. Faculty and Ph.D. students from across campus, as well as other area universities, took part in the program.

Center for 21st Century Studies

Co-curriculum activity

In 2002-03 the Center began a new Curricular Initiative, which seeks to connect the Center's cutting-edge research and pedagogy, and to think creatively about possible links with instruction at UWM. In early 2003 we held meetings with chairs and representatives of over a dozen departments and such programs as the Center for International Education, Film Studies, Modern Studies, Urban Studies, Women's Studies, etc., gathering suggestions from them of people they might like to see on campus whose work would engage with the Center's research theme for 2003-2005, *Geographies of Difference*. As we worked on the schedule for the coming year's public events at the Center, we stayed in touch with department liaisons about possible avenues of collaboration.

Thus far, the Curricular Initiative has resulted in a number of class seminars scheduled in connection with visiting Center speakers, including a seminar with Joshua Cole (University of Georgia) in April 2003; with Marc AbéIPs (CNRS, Paris) in February 2004; with Anthony King (SUNY Binghamton) in April 2004; and with Paula Sanders (Rice University) in April 2004. In addition, Center events have been listed on course syllabi, and there has been joint sponsorship of speakers with department or program colloquium series, as well as informal meetings of visiting speakers with interested students and faculty over the past year. We continue to solicit feedback from department chairs and liaisons about other ways we might involve departments in the Center's planning.

Center for Addiction and Behavioral Health Research

Speakers/lecture series, cinema

Annual CABHR symposium on addiction and behavioral health research (20-30 students attend). Colloquia on motivational interviewing and special populations (students have been able to attend free of charge; sessions have been held on a monthly basis).

Center for By-Products Utilization

Service learning

The UWM-CBU offers co-curricular activities in the following areas: Service Learning, Continuing Education, Undergraduate research, Speakers/Lectures, Professional Societies, Graduate research (curricular but not required) and Engagement linked to Scholarship.

Center for Canadian-American Policy Studies

Study abroad

The CCAPS director worked with a team of faculties from UW-Milwaukee, the University of Louisville, l Université de Montréal, the University of Manitoba, and two Mexican universities, on a proposal to establish a student mobility program to facilitate exchanges among the six universities. Funding for the program was recently approved by the U.S. Department of Education (FIPSE program).

In 2003, CCAPS applied to be a participating institution in The International Council for Canadian Studies program. The program's aim is to provide Canadian graduate students with the opportunity to study and conduct research abroad. CCAPS applied to serve as one of the program's sites in the United States.

Center for Economic Development

Engagement linked to scholarship

In cooperation with six UWM graduate programs: Business Administration, Economics, Urban Studies, History, Sociology, and Geography, our unit recently launched the Milwaukee Idea Economic Development Fellows Program (MIED). The program provides fellowship support to graduate students in exchange for a two-year (20 hours per week) commitment to work in a community-based organization. The program, launched in 2002, serves as a multifaceted internship/service-learning/community engagement experience.

The primary aim of the MIED program is to apply the knowledge and skills gained by returned Peace Corps and Americorps volunteers to the diverse challenges and capacity-building efforts of local community-based organizations. The MIED program provides much needed technical assistance to community organizations, while providing graduate students with a hands-on service learning opportunity.

MIED staff began an accelerated campaign to recruit potential candidates for the fall term 2002. With very little time available to develop a formal campaign, a MIED website was quickly created and launched in early February 2002. The initial applicant pool of 11 was extremely competitive. The program is growing rapidly. After two successful admissions cycles, the program now has six full-time fellows with plans to admit four during the next cycle.

A second component of the UWM's Fellows Program development included recruiting local community-based organizations to participant in the initiative. The core objective of the MIED program is to help build capacity and provide technical assistance to CBOs and non-profits throughout the community. To that end, MIED staff met with a variety of organizations to discuss participation. The response from local organizations has been enthusiastic. Eleven community-based organizations currently participate in the program.

Center for International Education

Field placements/internships

The Center for International Education (CIE) supports both domestic and overseas internship and service learning opportunities for students. The International Studies (IS) Major currently offers the following semester-long, domestic internship sites: Center for Latin American and Caribbean Studies; International Institute of Wisconsin; Lafarge Learning Institute; Milwaukee International Health Training Center; Senator Russell Feingold Home Office; Senator Herbert Kohl Home Office; UWM Institute of World Affairs; UWM Center for International Education Academic and Outreach Programs; UWM Center for International

Education International Student and Scholar Services; UWM Center for International Education Overseas Programs and Partnerships; Wisconsin World Trade Center; and World Wide Classrooms.

These two to six credit internships help IS majors gain practical experience in areas where they can pursue professional opportunities and employ their international expertise. Over the past five years, (1998/99-2002/03) 38 students have taken advantage of this opportunity; the numbers each year are fairly constant. Evaluation of internships takes place in the form of student and internship supervisor feedback and a final paper that the student writes about his/her experience. CIE continues to develop internship abroad opportunities in conjunction with the Global Studies degree for which overseas internships are required. These numbers and sites should grow in the coming years. Currently, UWM students can participate in 62 countries where there are exchange agreements. These are on an ad hoc basis. In addition, three UWM semester/year study abroad programs, in the United Kingdom, Chile, and Ireland, have regular internship components. CIE also works with independent study abroad organizations such as Australearn and CIEE that provide internship courses and placements as part of their study abroad programs. During the past five years, 56 students have participated in these new internship opportunities.

Continuing education

Continuing education, in particular outreach to the K-12 teacher community, is central to the promotion and support of global education. In addition to conferences, academic majors, and faculty development, CIE provides quality programming and professional development opportunities for this constituency, and also for K-12 students such as the Model UN program, drawing 600+ secondary students and including a teacher workshop. The centerpiece event for teachers is the annual Global Studies Summer Institute. This annual four-day workshop focuses on the teaching of specific topics relating to globalization and includes sessions devoted to lesson plans and curriculum assessment. The GSSI consistently provides 30-35 teachers from across the Midwest with the opportunity to interact not only with UWM faculty but also with other globally engaged scholars, practitioners and policymakers.

Other ongoing initiatives include an International Studies Resource Network through which CIE provides professional development programs, shares curricular resources, and facilitates discussion among over 550 teachers from the Midwest. Program series have focused on topics such as Teaching and Writing Global History and Teaching About East Asia, while stand-alone programs have featured prominent individuals and teaching resources, which are also highlighted in workshops held at regional and national teacher conferences. In 2001/02 attendance at 14 CIE-sponsored K-12 programs totaled 1,135. This represents a typical year.

CIE has national impact on both K-12 and postsecondary educators through the development of Internet Resources.

In addition to its important contributions to faculty development, the Institute for Global Studies (IGS) has sponsored activities to promote Global Studies and languages at the K-16 level. It has created the IDEAS web portal, the redesign of a UW-Extension site for K-16 teachers providing searchable access to globally oriented curricular materials. This site received its one millionth hit after just eight months of operation. In addition, IGS sponsored the statewide roundtable on world language teaching in April 2003. This interactive video conference dealt with new uses of technology in language instruction, linking instructors and students on eight UW campuses. In addition, with the support of the Johnson Foundation's Wingspread Center, IGS sponsored a conference on articulation of K-12 and post secondary curricula in global education that served as a kickoff for the statewide International Education Council. This conference in 2002 was attended by 46 K-12 educators.

Study abroad

The past five years have seen a significant increase in the number of students studying abroad. In 1998/99, 259 students studied abroad in 22 countries. The majority of these students studied in France, Mexico, United Kingdom, Spain and India. In 1999/2000, 237 students studied abroad in 24 countries. The majority of these students went to Germany, Ghana, France, Italy, Mexico and the United Kingdom. The number of students increased to 314 in 2000/01. These students studied in 18 different countries, with France, Germany, Mexico, and the United Kingdom, receiving the majority of students. In 2001/02, 392 students studied abroad in 27 different countries. Spain, Mexico, United Kingdom, France, Ireland and Italy remained popular. However, a large number of students also studied in Peru, Australia, Ghana and China. The increase in students traveling to less traditional locations coincides with the increase in short-term, faculty-led options available through various departments and professional schools on campus. In 2002/03, 404 students studied abroad in 26 locations, including significant numbers in Brazil, Chile, Costa Rica, and the Netherlands in addition to locations mentioned above.

All return study abroad students respond to a detailed survey about their experience that is available to them online. They do not receive their grades until they have completed the survey. In addition to student feedback, CIE staff maintains regular communication with service providers and faculty abroad and also use site visits as a means of evaluating programs. This applies to internships as well as study abroad.

Speakers/lecture series, cinema

CIE is a significant regional and national resource for global studies outreach. Several teams within CIE regularly sponsor and/or cosponsor speakers and lectures, as well as conferences, mini-conferences, and films.

CIE maintains partnerships with over 40 academic departments, postsecondary institutions, teacher organizations, non-profits, government offices, and private corporations and an institutional commitment to community outreach. To maximize their reach, cost-effectiveness and quality, most CIE activities are organized in cooperation with co-sponsors, including, for example, the Milwaukee Public Schools, the Wisconsin Department of Public Instruction, Amnesty International, the Women's International League of Peace & Freedom, the Wisconsin International Trade Council, Milwaukee Public Television, the Milwaukee Public Museum, and several foreign consulates. These partnerships allow CIE to reach approximately 8,000 people each year with professional development programs, lectures and film series, scholarly conferences, publications, and dissemination networks.

Regular public programs include annual Asian, French and Francophone, and Latin American film festivals, Global Justice Week and International Women's Day programs, a Global Studies Faculty Colloquium featuring monthly talks by UWM scholars, and public lectures by visiting scholars and practitioners. CIE publications of information about available resources and programs boast circulations of over 1100. In addition, CIE sponsored the development of two documentaries portraying the human impact of globalization. *After the Immigrant* is being produced in cooperation with Wisconsin Public Television, UW-Madison, and the Mexican Fine Arts Center Museum in Chicago. *A Day with the Dead*, focusing on Mexican cultural traditions, is also being produced for national PBS broadcast. With an accompanying study guide, it is designed for use in educational settings and museums.

CIE's postsecondary outreach programs include interdisciplinary conferences and workshops and supporting participation by faculty from postsecondary institutions across the country. In 2001/02, CIE co-sponsored a lecture on media representations of Mexican history and peoples at the University of Maryland-College Park, a faculty workshop series on Globalization & Information Technology, and a UW System faculty development conference on interdisciplinary approaches to Global Studies. Mini-conferences involving working groups of faculty from across the US have focused on the United Nations, Human Rights, Globalization in Asian Film, and Art, Globalization and the Privatization of Culture.

CIE hosts an annual scholarly conference for faculty from all corners of the US. The conference serves as a forum for cross-disciplinary dialogue on globalization issues, averaging 80 participants from postsecondary institutions, as well as people in Journalism/Media and Information Technology fields. Recent conferences focused on *ReThinking Global Security* (2003), *Transmissions: Technology, Media, Globalization* (2002), *Global Cities: Culture, Urbanism and Globalization* (2001), and *Between the Global and the Local: Human Rights in the 21st Century* (2000).

CIE offers the campus globally-relevant lecture/speaker, conference and film opportunities. Over the past five years, it has sponsored ongoing, regular programs such as the lunchtime Travelers Series and its follow-up, the Afternoon Adventures, brown bag lunches, and campus and community lecture and film series. Each of these events is attended by an average of 10 to 20 people. Film series and standout events often receive attendance of 100 to 250 people. In addition to film series, CIE has sponsored individual films examining issues such as *Human Rights and Societies in Transition: Causes, Consequences and Responses*, *Islam Awareness Week*, *Most Dangerous Women*, and *Siberia's Children*. In the past two years, it has sponsored 18 film festivals, 135 lectures, and 12 conferences and mini-conferences. This level of activity is consistent with past years.

Between January 1999 and the present, the Institute of World Affairs, a public outreach unit which moved to CIE in summer 2003, produced 350-400 public service programs focusing on international issues. Institute public international affairs programs reached 3500 to 4500 participants annually. This total program number includes television programs on Milwaukee Public Television (MPTV) and radio broadcasts on Wisconsin Public Radio (WPR) and Milwaukee Public Radio (MPR). Institute public programs consist of lecture series, conferences and forums, simulation exercises, seminars, travel programs and study tours. Founded in 1960, the Institute also has a membership base that ranged from 200 to 450 paying individuals, families and corporations for the five years in question. Most of the programs take place at the University of Wisconsin-Milwaukee in lecture halls and conference facilities, but major events are also held at the historic Pabst Theater, in downtown hotels, and at city clubs. The Institute also produced a number of programs designed for secondary students, one major event (the Wisconsin High School Model UN) on an annual basis. Programs on the Ideas Network of Wisconsin Public Radio are received across the state and into neighboring Illinois, Iowa, Minnesota and Upper Michigan. The following is a summary of Institute events.

1999/2000

1. Great Decisions 1999: Eight Foreign Policy International Issues lectures; 24 programs at four sites, (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine); attendance: 1200
2. Travel Adventure: Four programs, UWM Mitchell Hall
3. Fall Series: Five programs, UWM Curtin Hall
4. George F. Kennan Forum on International Affairs, The Euro, Pabst Theater, downtown, 300 people attended
5. U.S. Department of State Foreign Policy Town Meeting, Pabst Theater, 335 people attended program with panel of three diplomats
6. Annual Wisconsin High School Model United Nations; UWM Student Union: 600+ secondary students in two day simulation exercise with teachers workshop
7. High School Global Environment Conference: 200 students with plenary and breakout sessions at UWM Union

8. Global Career Forum: 150 students with plenary and breakout sessions at UWM Union
9. Business Breakfast Briefings, three meetings with outside speakers on trade and commerce issues
10. Banquet: Dialogues with Diplomats with the British Ambassador at Pfister Hotel
11. Television: 12 International Focus programs broadcast Sunday evenings monthly; Eight Great Decisions programs broadcast on concurrent Sunday afternoons in February and March
12. Radio: Eight Milwaukee Great Decisions lectures broadcast as Newsmaker Luncheons on Milwaukee Public Radio; Milwaukee Great Decisions speakers interviewed on Wisconsin Public Radio's Ideas Network

2000/01

1. Great Decisions 2000, Eight Foreign Policy, International Issues lectures, 24 programs at four sites, (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine), attendance: 1200
2. Great Cities of the World, six illustrated lectures in Enderis Hall, UWM
3. Fall Series: Four programs at UWM Center for Continuing Education

Forums:

1. George F. Kennan Forum on International Affairs, Human Rights at the Pabst Theater, 300 people attended
2. Wisconsin High School Model United Nations, two day simulation exercise at UWM Student Union. Six hundred high school students participated with program for teachers and advisors.
3. Luncheon Address, Premier of Quebec, 350 people attended this program at the Milwaukee Hilton, City Center
4. Visit of Karsten Voigt, Foreign Office, Federal Republic of Germany; attendance: 130
5. High School Environmental Conference, 150 students at UWM Student Union
6. International Career Forum, 120 students at UWM Student Union
7. Television: 12 International Focus Broadcasts monthly; Eight Great Decisions shows on concurrent Sunday afternoons in February and March
8. Radio: Eight Great Decisions lectures broadcast on Milwaukee Public Radio; Milwaukee Great Decisions speakers interviewed on Wisconsin Public Radio

2001/02**Lecture Series:**

1. Great Decisions 2001, Eight Foreign Policy International Issues lectures, 24 programs at four sites, (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine); attendance: 1200
2. Fall Series: Five lectures, the University Club and UWM Hefter Conference Center; attendance: 450
3. Helen Wenberg and Carol Baumann Lectures and Taiwan Report: Member Meetings, UWM Hefter Conference Center; attendance: 175
4. Armchair Traveler: Four illustrated lectures at various Milwaukee restaurants; attendance: 265

Forums:

1. Town Hall Meeting with Congressmen Tom Barrett and Jerry Klezcka, Center for Continuing Education; 125 attended
2. Response to 9/11/01 Town Meeting; 350 attended this program in UWM Union Theater
3. George F. Kennan Forum on International Affairs, Globalization and International Trade; 300 people at the Pabst Theater
4. Wisconsin High School Model United Nations, two day simulation exercise for 620 students; workshop for teachers and advisors
5. Television: 12 International Focus broadcasts monthly Sunday evenings; Eight Great Decisions broadcasts Sunday afternoons in February and March
6. Radio: Eight Great Decisions lectures broadcast on Milwaukee Public Radio; eight speaker interviews on Wisconsin Public Radio; various speaker interviews on both networks

2002/03

1. Great Decisions 2002, 24 lectures on Foreign Policy, international issues topics at four sites (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine); 1100 attended
2. Wenberg and Baumann Lectures on the Shadow War at the UWM Hefter Conference Center, 195 attended these member meetings
3. Fall Series: Six lectures at UWM Hefter Conference center; 550 attending
4. Program with American Council on Germany; 90 attended
5. Armchair Travelers: Four illustrated lectures at various restaurants; 200 attending

Forums:

1. George F. Kennan Forum on International Affairs, The Shadow War, 350 people at the Pabst Theater
2. Wisconsin High School Model UN, two day simulation exercise at the UWM Student Union with workshops for faculty and advisors; 630 attending

3. Town Meeting: 9/11 Remembered, 250 people attended this forum at the UWM Union Theater,
4. Town Meeting: The Balkans, with the Slovenian Ambassador and other Balkan diplomats at the Hefter Conference Center; 110 attending
5. Dialogues with Diplomats: Luncheon with the Austrian Ambassador; 55 attended
6. Dialogue with Diplomats: Luncheon with the Ambassador of Thailand, 65 attended
7. Study Tour: Cuba, Does the Revolutionary Beat Go On?; 24 participants
8. Television: International Focus went weekly in January accounting for 48 broadcasts for the year (some reruns) starting Sunday evenings but shifting to 5:00 P.M. by fall. Eight Great Decisions broadcasts Sunday afternoons February and March, as usual.
9. Radio: Eight Great Decisions lectures on Milwaukee Public Radio, Speakers interviewed for "At 10" program as well. Eight Great Decisions and various other speakers interviewed on Wisconsin Public Radio. Appearances by the IWA director on both networks.

2003/04

1. Great Decisions 2003, 24 programs on foreign policy and global issues at four sites (Curtin Hall, UWM, Milwaukee, WCTC, Pewaukee, Mead Library, Sheboygan, Case HS, Racine); 1000 attended.
2. Fall Series: Three programs at three UWM sites; 240 attended
3. Armchair Travelers: Three programs at Milwaukee restaurants: 150 people
4. American Council on Germany event: 90 heard former defense minister Rudolf Scharping at the UWM Hefter Conference Center

Forums:

1. Kennan Forum, International Security; 250 people attended at the Pabst Theater
2. Conference: The US and Europe, UWM Student Union; 125 people attended including a group of high school students
3. Wisconsin High School Model UN: Two day simulation exercise at the UWM Student Union with workshops for faculty and staff; 600 attended
4. Television: International Focus with 52 broadcasts all at 5:00 P.M. on Sundays increasing viewership. Eight Great Decisions programs at the customary Sunday afternoon spot
5. Radio: Eight Great Decisions lecture broadcasts on Milwaukee Public Radio. Eight speaker interviews on the Ideas Network of Wisconsin Public Radio. Speaker interviews on both networks.
6. Great Decisions underway with traditional format minus lecture broadcasts but anticipated higher attendance levels
7. George F. Kennan Forum on International Affairs in a debate format carried live from the Pabst Theater on Wisconsin Public Radio April 22

CIE evaluates its events through informal and formal feedback mechanisms. Comment cards are available for all events and responses are tracked and used for future planning. In addition, CIE utilizes an advisory council and an Institute board for direction and feedback regarding programming.

Departmental clubs: French club, SAACS (chemistry)

The International Relations Society has been running for the past five years and averages approximately 15 to 20 student members per year. The club is completely student run and organizes a variety of activities. Some of these include a debate on the Middle East Peace Process, which attracted local media attention; a discussion of career opportunities for International Studies Majors; and dinner with the professor outings in which club members have dinner with a professor and discuss current international events.

The Global Student Alliance was founded in 2002 with the goal of integrating international and American students on campus through cultural activities that promote global awareness and allow these populations to interact with each other and the Milwaukee community in an informal, social environment. Since this time, its membership has increased from five to 40. Further, 300 students attend GSA events each year. Some of these events include regular Culture Cafes and an annual International Bazaar. In addition, as many as 50 students also participate in activities such as Peer Mentoring and the Global Small Speakers Bureau, which sends international students to local K-12 classrooms.

Engagement linked to scholarship

The UW System Institute for Global Studies is housed at CIE, but serves all UW System institutions. To this end, IGS sponsored faculty development conferences in 1999 (181 participants), 2000 (228 participants), and 2001 (156 participants). In 2000-2002, they funded 59 faculty members to work on 34 collaborative, interdisciplinary projects to design and offer new global studies curricula. In 2001 and 2002 they sponsored best practices conferences attended by 79 participants system wide, sharing programmatic and curricular best practices in global education.

In addition, CIE awards faculty travel and curriculum development grants and has facilitated a number of faculty publications. Faculty travel grants are awarded to approximate 10 faculty members per year for projects and conference attendance in a variety of world locations. More information about curriculum development is included in the continuing and teacher education section.

Each year, CIE's annual academic conference results in a publication as part of a series, *New Directions in International Studies*, published by Rutgers University Press. Volumes in this series include:

1. Truth Claims: Representation and Human Rights edited by Patrice Petro and Mark Bradley. Rutgers University Press: Piscataway, NJ, 2002.
2. Global Cities: Cinema, Architecture, and Urbanism in a Digital Age edited by Patrice Petro and Linda Krause. Rutgers University Press: Piscataway, NJ, 2003.
3. Global Currents: Media and Technology Now edited by Patrice Petro and Tasha Oren. Rutgers University Press: Piscataway, NJ, forthcoming.

Additional volumes affiliated with CIE include:

1. Conflict in Asia: Korea, China-Taiwan, and India-Pakistan edited by Uk Heo and Shale Horowitz. Praeger: Westport, CT, 2003.

2. *Boundaries and Justice: Diverse Ethical Perspectives* edited by David Miller and Sohail Hashmi. Princeton University Press: Princeton, NJ, 2001.
3. *Area Studies and Social Science: Strategies for Understanding Middle East Politics* edited by Mark Tessler, with Jodi Nachtwey and Anne Banda. Indiana University Press: Bloomington, IN, 1999.

Other:

CIE serves the immigration and admissions needs of UWM's international community. In addition to immigration advising and international admissions processing, activities specifically for international students include: New Student Orientation (approximately 200 students each Fall term and 50 students each Spring term), Housing Assistance and Field Trips (Madison, Chicago, Mall of America) and sporting activities. The number of participants varies averaging 20-30 students per event. Additionally, CIE collaborates with UWM's ESL program serving nearly 100 students per term on international student activities.

CIE continues to receive and provide support to the Friends of Internationals community organization. This organization provides an annual Thanksgiving dinner, summer picnic and winter chili dinner. Riverlife, another organization providing assistance to International students, offers a Friendship Family program whereby international students are matched with family members in the community for ongoing friendship, guidance and support. Often, Friendship Families provide airport pickups and temporary housing for international students and assist in locating long-term housing.

These services are evaluated through formal and informal feedback mechanisms. Comment cards are available at the front desk and each semester and customer service survey is sent to a random sample of the international community.

Center for International Studies

Field placements/internships

Internships are available for credit through the International Studies Major. Approximately 12 sites are available to students throughout Milwaukee, and students generally earn three credits each semester for 150 hours of internship work. Approximately five students participate in internships each semester. The actual experience students gain from these internships is invaluable when it comes time for their job search after graduation. The internships also allow students to see how classroom theory related to international studies is applied in a practical setting.

Study abroad

Study abroad is encouraged for all International Studies Majors. Approximately 1/2 – 3/4 of our majors participate in a study abroad program at some point during their college career. The study abroad experience greatly enhances the students' foreign language abilities, and allows them to experience first-hand what they have studied in the classroom in regards to other cultures.

Departmental clubs: French club, SAACS (chemistry)

The International Relations Society is run by students in the International Studies Majors. The students meet on a regular basis and plan a variety of activities. These include "dinner with a professor" at which time they discuss current events; meetings devoted to international career planning; organizing public events focused on "hot" topics such as a Middle East Peace forum; and more.

Center for Volunteerism and Student Leadership

Volunteerism

One thousand students offered referrals to non-profit agencies. Students get hands on experience through volunteerism as it serves as an off-campus classroom. Further, students who do volunteer service through their university are more likely to stay in school, have less issues related to drinking, and generally report higher satisfaction with their social life.

Early Childhood Research Center

Field placements/internships

Through Diverse Urban Interdisciplinary Team Project (DUIT), students from Special Education, Speech Language Pathology and Occupational Therapy engage in a seminar and field experience in the summer (for the past five summers) as they learn to work in interdisciplinary teams. The teams of students are placed in the summer school program for children with disabilities in Milwaukee Public Schools.

Helen Bader Institute

Other

The Helen Bader Institute for Nonprofit Management hosts an internet-based mailing list/discussion group (LISTSERV) to focus on unique issues, concerns, and opportunities faced by managers in small and start-up nonprofits.

Participants include students in nonprofit management, instructors, current nonprofit leaders, future nonprofit leaders, and others in the field interested in issues such as:

- Strategic planning for small and start up nonprofits
- Funding and fund development for small and start-up nonprofits
- Recruitment, hiring, evaluation, retention of personnel and volunteers
- Board development and recruitment strategic competition
- Leadership
- Diversity
- Marketing
- Audits, accounting, and 990s

Institute for Service Learning

Service learning

The following is the data of growth rates for the numbers of students and community agencies involved in service learning since its inception in Fall 1999. This information is taken directly from the surveys completed by all parties that are involved in service learning each semester.

	Students	Community Agencies
Fall 99	85	30
Spring 00	150	30
Fall 00	230	30
Spring 01	200	49
Fall 01	460	55
Spring 02	366	41
Fall 02	388	60
Spring 03	535	67
Fall 03	555	84

The participation of community agencies with professors at UWM, has steadily increased over the past four to five years. Students typically serve 12-15 hours at their community placement.

Institute for Urban Health Partnerships

Other

The IUHP/CNCs have provided summer internships for students involved in the Area Health Education Center (AHEC) Community Health Education Program. The AHEC summer internship programs provide research opportunities for students and assistance to local health departments. Programs in each AHEC region are somewhat different, but each has as its core a partnership with local health departments to develop research projects and provide mentoring for health professions students interested in an intensive summer experience in community health. In addition to having an interest in community health, candidates must be Wisconsin residents or attending a college or university in Wisconsin, a U.S. citizen or permanent resident and enrolled in a college program preparing for work in a health profession.

The UWM College of Nursing participated in the Milwaukee Community Health Internship Program for the first time in the summer of 2000. Students participate in an eight-week research program, including a seminar providing them with an orientation to research and an opportunity to share their progress. Specific projects are arranged with various health service agencies in the community. Participating students are enrolled in various higher education institutions throughout the state, including UW–Milwaukee; receive a modest stipend to help defray their living costs. Students will have an opportunity to present their research at the conclusion of their projects.

The IUHP/CNC has worked with three AHEC, CHIP interns for each summer from 2002-2003. The three interns were all African American females and their projects involved:

1. Development of a data base to geographically map out the available resources in Milwaukee for pregnant teens including the description of the geography of births to teens in Milwaukee and the fee system, service hours and office based obstetrical care (2001)

2. Development of a community based walking booklet o the Westlawn Housing Development to promote walking as a health promoting physical activity in an urban low income residential community with tips for safety and health (2002)
3. Literature review of articles concerning adolescent pregnancy and the development of a community based walking booklet of the Riverwest neighborhood to promote walking as a health promoting physical activity in the Riverwest community and information for safety and health (2003)

The database developed by the students in 2001 was used to a) compare the addresses of births to teens in the area with available community services; and b) to support the need for expanded primary care services in Northwest Milwaukee in a funding proposal for a new federally funded community health center.

The work done by the students in 2002 and 2003 was used for the development of a community health assessment survey tool, and the distribution of a pamphlet for residents that promotes physical activity. The literature review done in 2003 was used in an article concerning the long standing adolescent pregnancy and parenting program offered through the Silver Spring Community Nursing Center. The survey tool was used for community health assessments of the areas targeted by the CNCs.

Institute of Visual Arts

Field placements/internships

The Institute of Visual Arts (inova) works cooperatively with the Art History Department's Museum Studies program to provide internships for students at inova. These internships provide students opportunities to work with the curatorial staff in developing exhibitions, installations, arranging opening receptions, providing gallery security, and organizing gallery talks.

Continuing education

Inova provides continuing education workshops to students and the community public on visual art career preparation and development. Inova has hosted workshops and seminars for artists to talk about studio acquisition and maintenance, resume preparation, grant writing skills, how to develop your exhibition record, how to get into juried exhibitions, how to work with galleries and gallery directors, collecting art, safety and health studio issues, portfolio presentation, and how to survive as a professional artist.

Speakers/lecture series, cinema

Inova provides an ongoing program of guest speakers in concert with its exhibition activities. These speakers include exhibiting artists, curators, and critics. Since 1996, inova has exhibited 160 artists in 37 exhibitions. All 37 exhibitions included a reception where the artist(s), curator, inova director, guest curator, or arts critic led a discussion on the exhibition.

Cultures and Communities

Inova has worked cooperatively with the UWM Cultures and Communities program in 2001 on "Year of Milwaukee's Visual Arts." Inova partnered with UWM's Peck School of the Arts and the Milwaukee Art Museum to bring a greater cohesion in the visual arts community. The project sought to bring greater local, national and international visibility to Milwaukee's art community.

Engagement linked to scholarship

Since 1997, the Institute of Visual Arts has received support both in the United States and abroad. This support, in the form of private, foundation, and government grants and programming partnerships, provides UWM with significant opportunities to engage UWM students, the Milwaukee community of artists, and regional art patrons in Chicago in scholarly exchange of ideas with international artists. Local sponsors include: Alliance Française, the Helen Bader Foundation, Inc., Bartollota's Lake Park Bistro, Breadsmith Bakery, Café Vecchio Mondo, Cream City Editions, Karen and Bob Drummond, Mathilde and Albert Elser Foundation, FastSigns, Greater Milwaukee Foundation Mary L. Nohl Fund, Hi Hat Lounge & Garage, Ichiban Restaurant, K&S Imaging, Milwaukee Arts Board, Milwaukee International Film Festival; Fred Stonehouse; the Wisconsin Arts Board and, at UWM, the Center for International Education, the Cultures and Communities Program, and the Peck School of the Arts. Additional national sponsors include: Pedro Alonzo and Lane Coburn, San Diego; Albert van Alyea; Chicago; Art Pace, A Foundation for Contemporary Art, San Antonio; Continental Airlines, Houston; Margaret and Kevin Drewyer, Chicago; Lannan Foundation, Santa Fe; Lombard Freid Fine Arts, New York; Michael Mehring, Los Angeles; Muse X Editions, Los Angeles; National Endowment for the Arts; Peter Norton Family Foundation, Santa Monica; the Pew Charitable Trust, Washington; the Rockefeller Foundation, New York; Deborah and Dennis Scholl, Miami; Marcella Sheriden, Houston; Fred Snitzer Gallery, Miami; Rebecca and Alexander Stewart, Seattle; Donna and Howard Stone; Chicago; Cynthia Toles, San Antonio; Trust for Mutual Understanding, New York; Ukrainian National Association, Jersey City; the United States Information Agency for the Cairo Biennale, Washington; the Andy Warhol Foundation for the Visual Arts, New York; and the Washington Women's Foundation, Seattle. International support has come from: the American Scandinavian Foundation's Thord-Gray Memorial and Andrew E. and G. Normal Wigeland Funds, New York; Asia Cultural Council, New York; Association française d'action artistique (AFAA), Paris; Austrian Cultural Institute, New York; Belgian Consulate, Washington; The British Council, London; Canadian Consulate General, Chicago; Cervceria Cuauhtemoc Moctezuma, Monterrey; Consulate General of Israel to the Midwest, Chicago; Consulate General of The Netherlands, New York and Chicago; Consulate General of Switzerland, Chicago; Danish Contemporary Art Foundation, Copenhagen; Embassy of France Cultural Services, Chicago & New York; Embassy of Portugal, Washington; Étants Donnés, the French-American Endowment for Contemporary Art, New York; FRAC Languedoc-Roussillon, Montpellier, France; FRAME, the Finnish Fund for Art Exchange, Helsinki; Fuji Xerox-ART BY XEROX, Tokyo; Fundação Calouste Gulbenkian, Lisbon; Fundação Luso-Americana, Lisbon; Goethe Institute, Chicago; Institut für Auslandsbeziehungen, Berlin; Israel Office of Cultural Affairs in the USA; Israel Ministry of Foreign Affairs; Robert and Mary Looker, Carpinteria; Marco Balich/Clip Television, Milan; Ministerie van de Vlaamse Gemeenschap, Brussels; Ministry of Foreign Affairs, Division of Cultural and Scientific Relations, Israel; Ministry of Foreign Affairs, Oslo; Moderna Museet International Programme, Stockholm; Mondriaan Foundation, Amsterdam; Netherland-America Foundation, New York; Norwegian Ministry of Foreign Affairs, New York; Carmen Perez Pelleran, San Juan, Puerto Rico; PRO HELVETIA, the Arts Council of Switzerland, Zurich; Shiseido Co., Ltd.; Tokyo; and the Swedish Consulate General, New York and Washington.

Tutoring and Academic Resource Center

Field placements/internships

We have provided an opportunity for four students to do field work for the Tutoring and Academic Resource Center. Two have been undergraduate students doing field placements for Educational Policy and Community Studies. These students have helped initiate and develop our evening tutoring program in Sandburg Hall by creating advertising, contacting personnel and helping with the day-to-day operation of the program.

We have had two graduate students do field placements for us. One was in educational psychology and consulted with students with test anxiety and other stress related concerns which inhibited their academic performance and another library and information student is helping to organize our media, software and books for our Academic Resource Center and new learning center in Bolton Hall.

Undergraduate research

We are conducting an undergraduate research project on the effect of Supplemental Instruction on student retention.

UWS/UWM Great Lakes WATER Institute

Undergraduate research

NSF supported Research Experience for Undergraduates—now in its 17th year—the program is structured as an immersion-level bench research opportunity which has been provided for more than 150 undergraduates nationwide since 1987. The program involves 10 week summer internships in the laboratory of a UWM aquatic scientist.

Speakers/lecture series, cinema

Some of the Institute's numerous workshops/conferences/seminars/outreach activities and programs include:

1. Middle and High School Teacher workshops
2. CGLS Anchor Watch Seminar Series
3. NIEHS UWM/MCW Minority Student program
4. NIEHS Minority High School student program
5. Charter Captains Business Planning workshop
6. Sport Anglers Updates on Issues
7. Midwest Microbiology Group
8. Training for Sea Grant Zebra Mussel Watch volunteers
9. Coastal Erosion Training for Planners and Contractors
10. Wisconsin Marine Historical Society
11. The Jason Project Workshops and Passport Site
12. UWM Chancellor's Club
13. UWM Alumni groups
14. Wisconsin Association of Research Managers
15. Global Environmental Change Workshops
16. Using Data Sets to Teach About the Great Lakes
17. Project WET
18. WI DNR Boating Basics course
19. National Atmospheric and Oceanic Administration Ocean
20. Exploration regional workshop
21. USDA North Central Regional Aquaculture Center workshop
22. Lake Michigan Fisheries Management workshops
23. WATER Institute public open house in cooperation with the UWM Alumni Association

24. Great Lakes WATER Institute Green Roof Workshops
25. Water Quality Issues in the Nearshore of Lake Michigan. Community open forum.
26. Clean Water Forum
27. Milwaukee County Emergency Planning Citizens Right to Know subcommittee
28. Annual Lake Sturgeon Bowl regional high school competition for the National Ocean Science Bowl
29. Lake Michigan Yellow Perch Taskforce

